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ABSTRACT

This survey was conducted to obtain specific information about procedures and programs developed for minority and/or disadvantaged students by graduate schools. The purpose of the survey is fourfold: (1) to provide a current detailed description of the status of special programs or activities for minority and/or disadvantaged students by total group and by several subcategories of institution; (2) to gain insight into the administration of such programs, the cost involved, the level at which effective action can best take place, and the extent to which such programs have been effective; (3) to identify plans for further activity in this area; and (4) to identify particularly distinctive programs for possible further exploration as models for other institutions to emulate. The survey instrument was a questionnaire sent to a sample group of 302 institutions offering graduate degrees. From the data provided, 153 responses could be calculated. Results include: (1) between 80 and 110 of the institutions have specifically designed policies or procedures aimed at meeting the needs of minority/disadvantaged students at the graduate level; (2) most activities for minority/disadvantaged students have taken place at the undergraduate level; and (3) there is little coordination between departments and graduate admissions to attract minority/disadvantaged students. Appropriate appendices are included. (Author/PG)

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Graduate School Programs for Minority/ Disadvantaged Students

Report of an Initial Survey

I. Bruce Hamilton

HE 004 364

Graduate Record Examinations Board
Council of Graduate Schools in the United States

ED 081304

GRADUATE SCHOOL PROGRAMS FOR MINORITY/DISADVANTAGED STUDENTS

Report of an Initial Survey

I. Bruce Hamilton

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PREFACE

It is with pleasure that we forward this report to the members of the Council of Graduate Schools in the United States, and to the graduate community generally. We feel that it is helpful and advantageous to facilitate communication about policies and practices undertaken by the various members among the Council institutions, particularly upon such an important subject.

The report indicates that only about one-third of the institutions surveyed regularly maintain records on the racial and ethnic identification of their graduate students, and fewer still attempt to follow their enrollment in fields, departments, or programs. As you are well aware, an increasing number of questionnaire studies including those from the federal government request information of this kind.

We therefore urge that those institutions not now routinely collecting ethnic and minority data information about their students begin doing so. We feel that more accurate and comprehensive data on patterns of enrollment is a desirable goal and one to which the organizations we represent can contribute.

A biennial survey of this kind is under consideration. Your help and support would be appreciated.

Michael J. Pelczar, Jr.
Chairman, Graduate Record
Examinations Board

Jacob E. Cobb
Chairman, The Council
of Graduate Schools

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FOREWORD

This survey was conducted to obtain specific information about procedures and programs developed for minority and/or disadvantaged students by graduate schools. The Council of Graduate Schools in the United States and the Graduate Record Examinations Board are its co-sponsors.

In the collection of the data it became clear that many institutions do not maintain records of the ethnic and racial composition of their graduate students. Furthermore, those that do are not uniformly confident that their figures carry a high degree of accuracy. When uncertainty was evident from the questionnaire (as with guesstimate and rounded number responses) the suspect enrollment figures were not included in the tables. However, there is still some question that the enrollment data provided are not in every case accurate. For this reason readers are cautioned that, although the enrollment trends indicated in this report are probably representative, the exact enrollment data may not be accurate in each instance.

It should also be noted that the conclusions in the section "The Most Effective Programs" were not drawn from a representative sample of the responding institutions, but from an intentionally biased selection of the 25 institutions identified from the returned questionnaires reporting a relatively comprehensive set of activities for minority and disadvantaged graduate students.

I should like to thank the members of the Advisory Committee on Programs for Disadvantaged Students, appointed by the Chairmen of the Council of Graduate Schools and the Graduate Record Examinations Board, who helped considerably in the developing and pretesting of the survey

instrument. The committee was composed of Dean Edwin L. Lively, University of Akron, Chairman; former Dean Oscar Zeichner, City College of the City University of New York; and Assistant Deans Herman McKinney, University of Washington, and Thom Rhue, Stanford University.

My appreciation is also expressed to all the graduate school deans and their staffs who completed the questionnaire. The information they provided has been most helpful in describing the graduate school programs and policies dealing with minority and disadvantaged students.

Special thanks are due to Deans Mark C. Ebersole, Temple University; Otis H. Shao, University of the Pacific; and Assistant Dean Richard C. Robey, Columbia University; for helping the Advisory Committee pretest the questionnaire. Their comments and criticisms of an early draft of the survey instrument were extremely valuable.

Thanks are due also to Ann Michniewicz for her unflagging good spirits in preparing the tables and draft for publication, and to Nat Hartshorne for his willing editorial review on short notice.

I. Bruce Hamilton
Princeton, New Jersey
May 1973

INTRODUCTION

During the past decade, many institutions in the United States have made a concerted effort to increase the opportunity for higher education for traditionally disadvantaged Americans, principally black and to a lesser extent Spanish-speaking and native American students. The need for increasing the number of minority and disadvantaged students in institutions of higher education stems in part from a general pressure to extend equal opportunity to all educational levels, which was expressed in the civil rights movement and in legislation such as the Higher Education Act of 1965. It results as well from the growing realization that denial of equal educational opportunity brings a high cost in social welfare as well as an economic loss to the country. Further, Gordon and Wilkenson (1966) and Hoy (1969) suggest that sufficient representation of different racial and socioeconomic groups in institutions is likely to be beneficial to all.

First Priority: Undergraduate Enrollment

The result of these efforts was increased enrollment of disadvantaged students in undergraduate studies. A survey by the Office for Civil Rights showed a minority enrollment increase of 20.4 percent between the fall of 1968 and the fall of 1970, while "White-Anglo" enrollments increased less than 5.8 percent over the same period. However, the total percentage of minority enrollments at undergraduate institutions was 6.9 percent for blacks, 2.0 percent for Spanish-surnamed students, 1.1 percent oriental and 0.5 percent native American students--well below the percentage incidence of these groups in the general population. Moreover, many of the blacks counted were enrolled in the predominantly black colleges and in two-year institutions. The increase of black

enrollment at predominantly white four-year institutions and at the graduate level was relatively modest.

This increase was in part the result of specifically designed programs on individual campuses devised to enhance accessibility to the institutions and the chance of success for minority and disadvantaged students. Such programs are not widely publicized, but are typically an added function of the undergraduate dean's office or the admissions and counseling offices.

In the context of higher education, "disadvantaged" may mean that a person lacks a good basic education, is disadvantaged due to social/cultural characteristics, or lacks finances necessary for higher education. For those disadvantaged students well qualified academically, financial aid is the major obstacle to a higher education. The problems are greater for those lacking adequate educational backgrounds. For such students to succeed in college, it often becomes necessary for an institution to offer remedial help and counseling as well as financial aid and lower admission standards, offer different types of courses, or design other special experiences.

Graduate Enrollment

The same challenge to equalize educational opportunity confronts graduate schools. Many disadvantaged students are now in master's and doctoral programs, and many more are in college preparing for entry to graduate level programs. The Office for Civil Rights report showed an enrollment of 4.1 percent blacks in graduate and professional programs, 1.2 percent Spanish-surnamed individuals, 1.8 percent oriental and 0.3 percent native American students. A large portion of these are in master's programs in education. It seems clear that some of the disadvantaged students in

college programs may continue to be at a disadvantage in relation to others for entry and success in graduate programs, and that programs similar to those devised for undergraduates are now in existence or being developed in graduate institutions.

In 1969, Mary Ellen Parry of Educational Testing Service conducted an exploratory survey of such programs for the Graduate Record Examinations (GRE) Board and the Council of Graduate Schools (CGS). The results of that survey are tentative, but do indicate that some programs were under way at the time and that others were being contemplated. Although several categories of pertinent data were gathered, Parry's survey was not designed to elicit detailed information.

Purposes of the Survey

The purpose of the present survey is fourfold: 1) to provide a current detailed description of the status of special programs or activities for minority and/or disadvantaged students by total group and by several subcategories of institution; 2) to gain insight into the administration of such programs, the costs involved, the level at which effective action can best take place (the program, department, or school level), and the extent to which such programs have been effective; 3) to identify plans for further activity in this area; and 4) to identify particularly distinctive programs for possible further exploration as models for other institutions to emulate or as a basis for developing CGS guidelines.

An Advisory Committee made up of two members of the CGS Committee on Disadvantaged Students and two nominated by the chairman of the GRE Board was appointed to develop an appropriate questionnaire.

THE SURVEY

The Questionnaire

The survey questionnaire is composed of 52 questions 13 of which require a yes-no response, 16 require checked responses, several have more than 30 spaces for completion, 9 require numbers or percentages to be calculated or matrices to complete, and 14 other are open-ended. It is an extraordinarily long and difficult questionnaire to complete. A knowledgeable respondent working conscientiously could do an adequate job of responding in one-half to three-quarters of an hour, if he did not have to ask others for data. Given this level of complexity, the usable response rate of 64.6 percent is remarkable. (The questionnaire is reproduced in Appendix A.)

The questionnaire covered seven general areas:

1. Institutional enrollment data concerning mainly numbers of minority students in seven different fields of study and the estimated increase in minority student enrollment over a four-year period.
2. Formal or informal institutional policies concerning minority-disadvantaged graduate students.
3. Methods and procedures used for recruiting disadvantaged or minority graduate students.
4. Admissions practices including the number of departments that give special attention to minority/disadvantaged graduate students, the number and kinds of requirements that may be waived or modified for special groups of identified applicants, and the point of admissions decisions.

5. Arrangements or programs for enrolled graduate students including special programs to deal with the needs of specific groups of graduate students, the kinds of services provided for all graduate students and those specifically designed to serve disadvantaged/minority students, and existing mechanisms for obtaining feedback from dissatisfied students.
6. Financial aid including the total amount of funds available specifically for minority/disadvantaged students, the sources of such funds, and percentage figures representing all graduate students as well as minority or disadvantaged graduate students receiving aid.
7. Evaluation of the practices which the institution is consciously pursuing. Also included is a question concerning a personal assessment of the overall effectiveness of the institution's activities.

In addition, several open-ended questions provided an opportunity for general comments.

Sample Universe

The survey questionnaire was mailed in May 1972 to 302 member institutions of the Council of Graduate Schools in the United States which represents 88 percent of all the institutions offering graduate degrees in the nation where 98 percent of all American Ph.D.'s and 85 percent of all master's degrees are granted. In mid-June a follow-up mailing was directed to institutions not responding to the initial mailing, and in late July a third mailing consisting of a questionnaire and a letter urging their participation was sent to 13 selected large institutions. (A copy of the letter from the chairmen of the two sponsoring organizations is reproduced in Appendix B.)

Number Returned

By September 1972 a total of 231 responses or 79.8 percent of the CGS sample were received. Of this group, 195 usable questionnaires had been returned (64.6 percent) containing data that are included in the tables on the following pages. Thirty-one replies were either blank questionnaires or letters which stated, in essence, that the institution had no such programs or policies (20) and/or that there were no data available that would make a meaningful reply possible (17). Three institutions returned questionnaires unanswered because their institutions were made up primarily of minority students, and the questionnaire had no relevance for them. One institution stated that it did not wish to take part in this survey but gave no reason. Fourteen of the institutions returning completed questionnaires either sent supplementary information (4) or commented on their activities and special circumstances in a letter (10), several of which were quite detailed and helpful.

The respondent in most cases was the dean of graduate studies or his assistant. In several instances, the director of admissions or financial aid completed all or portions of the questionnaire; in two the respondent was the college dean, and a scattering of single replies came from a provost, a director of minority affairs, or some other university official.

A similar questionnaire devised by Gustave O. Arlt, then President of the Council of Graduate Schools, and administered by Mary Ellen Parry of Educational Testing Service, was sent out in the autumn of 1968 to 287 CGS member institutions. The return rate on this relatively simple two-page questionnaire was a remarkable 253. However, only 150 of these replies or 52.3 percent of the CGS universe were usable. The Arlt questionnaire

being totally open-ended rather than controlled by a series of specific questions presents reason enough for the higher rate of returned blank or non-usable instruments in his survey. The present survey sought to enlarge upon the beginning made in the Arlt survey and add detailed data concerning specific activities. Since 45 more institutions sent usable replies to this survey than the earlier one, and there is a great deal more data to report, the major purpose for which this survey was undertaken has been successfully completed.

The Representativeness of the Sample

The 195 usable questionnaire responses are highly representative of the total CGS universe population. Table 1 compares the usable sample with the base population. Several subcategories of the total sample were divided out: public and private institutions; MA or intermediate degree highest offered and Ph.D. highest degree offered; region of the United States including New England and Middle Atlantic states, midwestern region, south and southeastern states, and the west, southwest and northwestern states including Alaska and Hawaii. (The states included in each of these regions are listed as Appendix C.) In addition, the type of control and the highest degree offered were combined in a sample of public/MA highest degree, private/MA highest degree, public/Ph.D. highest degree, private/Ph.D. highest degree. The overall return rate as stated earlier, was 64.6 percent. Of the subgroups, the highest return rate was found in the New England and Middle Atlantic states (75 percent), the next highest represented by public/Ph.D. highest degree institutions (71.1 percent) and Ph.D. highest degree group (70 percent). The private/MA highest degree institutions represented the lowest group in the usable samples (47.1 percent). Master's institutions, particularly

the private ones, were slightly underrepresented. Since many of the activities surveyed require a large, complex institution with substantial funds, it is not surprising that many of these smaller institutions have no definable procedures to report.

TABLE 1

COMPARISON OF USABLE SAMPLE AND BASE POPULATION

Institution Subcategory	CGS Institutions (N=302)		Usable Sample (N=195)		Percent of Survey Sample in Each Population Subgroup
	Number	Percent	Number	Percent	
Public	187	61.9	124	63.5	66.3
Private	115	38.1	71	36.4	61.7
MA highest	79	26.1	39	20.0	49.4
Ph.D. highest	223	73.9	156	80.0	70.0
Region:					
NE/MA	104	34.5	78	40.0	75.0
MW	71	23.5	45	23.1	63.3
S/SE	68	22.5	39	20.0	57.4
W/SW/NW	59	19.5	33	16.9	55.9
Pub/MA	45	14.9	23	11.8	51.1
Pri/MA	34	11.2	16	8.2	47.1
Pub/Ph.D.	142	47.1	101	51.8	71.1
Pri/Ph.D.	81	26.8	55	28.2	67.9
Total	302	100.0	195	100.0	64.6

Table 2 lists the percentage of responses by the size of the graduate school as measured by the number of students enrolled full-time or part-time. It can be seen from this that a plurality of institutions represented in the sample have between 1,000 and 3,000 graduate students, ("large"), and there is nearly equal representation from graduate schools which are medium sized or very large.

TABLE 2

RESPONSE BY GRADUATE STUDENT ENROLLMENT

Total Graduate Enrollment	Responses from Usable Sample	Percent of Usable Sample
1-250 students (small)	14	7.2
251-1000 students (medium)	49	25.2
1001-3000 students (large)	81	41.5
3001 and larger (very large)	50	25.6
No information	1	0.5
Total	195	100.0

The members of the committee charged with developing the questionnaire felt that there may also be significant differences between the activities undertaken by institutions located in large urban and metropolitan areas as compared with those in small towns or suburban areas. Table 3 outlines the response rate by location of the institution on a rural to urban continuum. Rural or small town is defined as the specific institution location in a town with 30,000 or fewer people; a suburb n area or city has 30,000 to 150,000 people; urban includes areas of 150,000 through 500,000 people. Metropolitan area, the largest location, includes cities

of larger than half a million people. The highest response rate came from institutions in the last category closely followed by institutions in rural or small town areas and suburban or city areas.

TABLE 3

RESPONSE BY LOCATION OF THE INSTITUTION ON A RURAL-URBAN DIMENSION

Local Location	Responses from Usable Sample	Percent of Usable Sample
Rural or small town (less than 30,000 population)	53	27.2
Suburban or city (30,001-150,000 population)	45	23.1
Urban (150,000-500,000 population)	34	17.4
Metropolitan area (500,001 and greater population)	63	32.3
Total	195	100.0%

Since location and size of institution and the other subcategories detailed in Table 1 do not always give the full picture in terms of the percentage of degrees granted, a further analysis was done on the response rate: the sample includes completed responses from eight of the nine institutions that grant 25 percent of all the doctorates awarded in the United States. Of the 27 institutions that grant 50 percent of all the nation's doctorates, there are responses from 24, or 88 percent. Moreover, of the 25 institutions that grant the greatest number of MA's (in rank order) in the United States, completed questionnaires were returned from 21, or 84 percent. Finally, of the 25 largest institutions for which the MA or an intermediate specialist degree is the highest academic degree

offered, the sample includes 13, or 52 percent. It is clear from these figures that the most underrepresented groups are the institutions for which the MA is the highest degree, yet even of this group the response rate is better than half

Method of Questionnaire Analysis

Once the questionnaires were returned, codes were added to represent the subcategories displayed in Tables 1 through 3, and certain selected key yes-no and percentage figure responses were keypunched and computer-tabulated and cross-tabulated. All other questions were hand-tabulated and written responses analyzed for inclusion in the report. Specific noteworthy quotations both on the questionnaires and in letters which were received were extracted and can be found in the appropriate sections.

Once the machine and hand tabulations were completed and the results compiled in tables, a search was made of the most active institutions represented in the sample and data for a chapter entitled "The Most Effective Programs" were synthesized from 25 questionnaires chosen for the vigor and apparent clear-headedness with which their activities were undertaken.

Definitions

Page 2 of the questionnaire reproduced in Appendix A contains the standard definitions utilized in this survey. Included are definitions of degrees or degree programs, department, and graduate student. The definition of minority/disadvantaged was the following:

> The term minority/disadvantaged was chosen to allow flexibility in the responses from graduate schools. Some graduate schools make special efforts on behalf of particular ethnic minority group candidates. Other schools do not identify particular minorities, but do make recruiting and other efforts to accommodate any minority group member. Still other graduate schools focus their attention and efforts

> toward a particularly disadvantaged subset (academically disadvantaged, economically disadvantaged, or both) of all minority group students. Graduate schools are therefore asked to define for themselves the populations referred to by the descriptive term minority/disadvantaged, and list those groups in question 6c. The remainder of the questionnaire then refers to the identified groups.

Foreign students were not included in the survey and data concerning them, if listed in the enrollment space provided for "other minorities," were not analyzed.

Approximately the same population was surveyed in 1968-69 in the Arlt questionnaire, although less emphasis was placed upon ethnic and racial minorities than on the term "disadvantaged." Arlt stated that his questionnaire was designed to find out what procedures or provisions were made for the accommodation of "potential graduate students in educationally, socially, or economically deprived circumstances. All questions deal with disadvantaged students as a total group; we are not interested in racial or ethnic origins." However, it is clear from the replies and from the tables listed in the report published from his questionnaire data that the respondents were concerned with ethnic and racial minorities as the groups generally identified as disadvantaged. Rather than avoid the term "racial and ethnic minorities," the committee developing the present questionnaire decided that the target group would be better described as "minority/disadvantaged" since in most cases minority groups are those most often identified as disadvantaged.

RESULTS

The major results of the questionnaire are included in Tables 4 through 31, and Figures 1 and 2. Particularly interesting replies or comments written on the questionnaires or on letters accompanying them are noted in the text. A final concluding section concerning the total questionnaire was added to emphasize the more important findings.

Minority/Disadvantaged Graduate Student Enrollment

The total percentage of minority/disadvantaged students enrolled in 1971-72 in the usable sample is displayed on Table 4. One hundred and fifty-three responses could be calculated from data provided. Forty-two institutions did not or could not respond to this question. Several institutions noted that it was impossible to give figures for the matrix from which this table was calculated because such data are not collected and retained by the graduate schools. Nevertheless, 78.6 percent of the responding CGS institutions did provide data. One hundred and twenty-nine institutions, or 66 percent of the sample, had 10 percent or fewer of their graduate students in categories that can be defined as minority/disadvantaged. Remarkably, 24 institutions reported enrollment of 10 to 20 percent in these categories or 12.1 percent of the sample. Three institutions (Atlanta University, Fisk University, and Chicago State University) indicated that their graduate enrollments were primarily comprised of minority students. Data are not included for these responses.

Enrollment percentages reported seemed disproportionately high when compared with the figures from the U.S. Bureau of Educational Statistics. However, since the definition of minority is broadly defined by this survey as any disadvantaged group designated by the responding institution, perhaps the figures are representative. In any case, it is clear that there has been an increase in minority/disadvantaged student enrollment in graduate education in recent years. The Arlt survey did not have a comparable question and thus could not be adequately compared.

TABLE 4

PERCENT OF MINORITY/DISADVANTAGED STUDENT ENROLLMENT
IN 1971-72 IN THE USABLE SAMPLE
(N=195)

	Percent of Minority/ Disadvantaged Enrollment	Number of Institutions Reporting that Percentage	Percent of N
	0-1%	14	7.2
	1-2%	19	9.7
	2-3%	22	11.3
	3-4%	16	8.2
	4-5%	21	10.8
	5-6%	7	3.6
	6-7%	11	5.6
	7-8%	7	3.6
	8-9%	4	2.1
	9-10%	8	4.1
Subtotal	0-10%	129	66.0
	10-15%	13	6.6
	15-20%	6	3.0
	20%+	5	2.5
Subtotal	10-20%	24	12.1
	Total responses	153	78.6
	No response	42	21.5

Many institutions were able to provide total numbers of minority students enrolled rather than a detailed breakdown by percentages of each group or each field. Table 5 presents this summary data. The percentage of black or Afro-American students enrolled is 3.27 percent, near the estimated percentages obtained from other surveys. One percent of the enrolled students are of Spanish American, Puerto Rican, Chicano, Cuban, or Mexican American background, 0.84 percent from Asian American and 0.25 percent American Indian. These percentages are considered relatively representative of U.S. graduate institutions since the total number of students reported in the survey (286,755) represents approximately one-third of all students currently enrolled in graduate education.

TABLE 5

MINORITY ENROLLMENT OF ALL INSTITUTIONS REPORTING[1]

(Number of institutions in this sample = 126)

Minority/Disadvantaged Group	Number Reported Enrolled	Percent of Total Reported Enrollment
Black, Afro-American	9,376	3.27
Indian, Native American	708	.25
Puerto Rican, Chicano, or Spanish American	2,895	1.00
Oriental American	2,420	.84
Total minority enrollment reported	15,399	5.37
All others reported	271,356	94.63
Total	286,755	100.00

[1]A number of institutions reported total figures for minority enrollment, not broken down by field. This table summarizes these figures.

Enrollment by Field

What fields do minority/disadvantaged graduate students enroll in? The answer to this question is illustrated by Table 6. For the field of education, for example, the 48 schools surveyed reported a minority enrollment of 8.4 percent among the more than 33,000 students in the responding institutions. In engineering, however, only 3.12 percent of the 14,000 enrolled students reported are from minority groups, the greatest single group being Oriental Americans, representing 1.57 percent. Social sciences enroll the second largest percentage of minority students (7.27 percent), followed by the humanities with 4.78 percent.

Among the minority subgroups, black or Afro-American students tend to enroll in education and social sciences primarily as do American Indian students and those of Spanish extraction. Of the four ethnic groups reported, only the Oriental Americans fail to follow this pattern.

Table 7 demonstrates this disparity more dramatically. It displays the percent of each minority group enrolled in each of seven field areas. Of the 4,137 black or Afro-Americans reported, 45.44 percent of them are enrolled in education and 26.01 percent in the social sciences as compared with only 3.04 percent in engineering and 5.7 percent in business. Of the 332 American Indians reported, 47 percent of them are in education followed distantly by 19.58 percent in social science fields. The physical sciences, with only 2.71 percent (9 students) of the numbers of this group reported enrolled, is the smallest percentage of any minority group in any field. Students of Spanish extraction, like the first two, have a high percentage (41 percent) in education followed by 18.3 percent social sciences and 17.4 percent in humanities. A greater percentage of Spanish extraction students are in humanities than in any other subgroup reported. Oriental

TABLE 6

NUMBER AND PERCENT OF MINORITY STUDENTS ENROLLED IN SEVEN FIELDS OF GRADUATE STUDY IN 1971-72

Graduate Field	Number of Schools Surveyed[1]	Number (and percent) of Black Enrollment	N (+%) of Indian or Native Amer. Enroll.	N (+%) of P.R., Chicanos, or Span. Amer. Enroll.	N (+%) of Oriental Amer. Enroll.	Percent Total Min. Enrollment	Total Enrollment
Business	37	236 (2.18%)	30 (.28%)	84 (.77%)	99 (.91%)	449 (4.14%)	10,833 (100.00%)
Education	48	1880 (5.63%)	156 (.47%)	533 (1.60%)	236 (.71%)	2805 (8.40%)	33,400 (100.00%)
Engineering	36	126 (.89%)	10 (.07%)	83 (.59%)	222 (1.57%)	441 (3.12%)	14,138 (100.00%)
Humanities	42	393 (2.30%)	35 (.20%)	226 (1.32%)	163 (.95%)	817 (4.78%)	17,090 (100.00%)
Social Sciences	43	1076 (5.04%)	65 (.30%)	238 (1.11%)	174 (.81%)	1553 (7.27%)	21,354 (100.00%)
Biological Sciences	41	179 (1.80%)	27 (.27%)	75 (.75%)	110 (1.11%)	391 (3.93%)	9,944 (100.00%)
Physical Sciences	38	247 (2.11%)	9 (.08%)	61 (.52%)	115 (.98%)	432 (3.68%)	11,723 (100.00%)

[1]This figure represents the number of institutions which were able to report a complete breakdown of their enrollment into the four minority groups listed here.

Americans are mainly in education (21.09 percent) but at only half the rate as the other three subgroups. This percentage is followed closely by 19.8 percent in engineering, 15.56 percent in social sciences, and 14.57 percent in humanities. Oriental Americans are overrepresented in physical sciences and biological sciences compared with other groups.

TABLE 7

PERCENT OF EACH MINORITY GROUP ENROLLED IN EACH OF SEVEN FIELD AREAS IN 1971-72

	Graduate Fields							
Minority Groups	Business	Education	Engineering	Humanities	Social Sciences	Biological Sciences	Physical Sciences	Total
Black or Afro-Americans (N=4137)	5.71 %	45.44 %	3.04 %	9.50 %	26.01 %	4.33 %	5.97 %	100%
Indians or Native Americans (N=332)	9.04 %	46.99 %	3.01 %	10.54 %	19.58 %	8.13 %	2.71 %	100%
Puerto Ricans, Chicanos, and Spanish Americans (N=1300)	6.47 %	41.00 %	6.38 %	17.38 %	18.31 %	5.77 %	4.69 %	100%
Oriental Americans (N=1119)	8.83 %	21.09 %	19.85 %	14.57 %	15.56 %	9.84 %	10.23 %	100%
Percentage of all degrees (MA/MS, Ph.D.) given in these fields in 1970-71[1]	12.14 %	37.26 %	8.69 %	14.74 %	13.95 %	4.36 %	8.84 %	100%

[1]Percentage drawn from Projections of Educational Statistics to 1980-81, 1971 edition. Washington, D.C.: Government Printing Office, 1972.

Some of the most interesting comparisons can be made with some statistics drawn from Projections of Educational Statistics to 1980-81. This publication identifies the enrollment patterns of all graduate students among the seven fields listed in this survey. When figures from this publication are compared with the percentage enrollment of the four minority groups in Table 7, it is clear that minorities are underrepresented in business, biological, and physical sciences in general but only slightly overrepresented in education. There is an approximately equivalent representation in humanities. Except for Oriental Americans, minorities are underrepresented in engineering and the sciences.

These discrepancies are understandable given the nature of the opportunities available in the education and social science fields for minority students and the level and quality of academic preparation necessary to undertake graduate work in these fields. Engineering, biological, and physical sciences all demand a strong background in mathematics and other quantitative areas that are often not available to or utilized by the minority students coming through the school systems.

Increases in Minority Enrollment

Table 8 presents data based upon questions 2 and 3 on the questionnaire. It represents a computation of the percentage increase in minority enrollment over a four-year period using estimated responses to question 3 and the summary of responses to question 2, by subcategory and total. Of the 195 usable questionnaires returned, 120 or 61.5 percent either gave no response or the percentage increase could not be calculated. Of the 75 remaining institutions, 29 or 14.9 percent of the sample reported increases in enrollment of between 100 and 200 percent over the four-year period. Sixteen institutions reported increases of 200 to 300 percent. Eleven

TABLE 8

Computation of percentage increase in minority enrollment over a four-year period using estimated responses to question 3 ("Estimate your total minority enrollment in the academic year 1967-68") and question 2 (Sum of minority enrollment in 1971-72), by subcategory and total.

Institution Subcategory	No. of Inst. in Category	Percent Change in Minority Enrollment 1967-1971							No Response or Cannot Calculate
		Decrease or No Increase	1%-100%	101%-200%	201%-300%	301%-400%	401%-500%	501%-1000%	1001% +	
Region:[1]										
NE/MA	78	2 (02.6%)	2 (02.6%)	15 (19.2%)	5 (06.4%)	1 (01.3%)	1 (01.3%)	3 (03.8%)	3 (03.8%)	32 (41.0%)
MW	45	1 (02.2%)	0 (00.0%)	3 (06.7%)	3 (06.7%)	1 (02.2%)	1 (02.2%)	1 (02.2%)	0 (00.0%)	35 (77.8%)
S/SE	39	3 (07.7%)	1 (02.6%)	5 (12.8%)	4 (10.3%)	3 (07.7%)	0 (00.0%)	3 (07.7%)	0 (00.0%)	19 (48.7%)
W/SW/NW	33	0 (00.0%)	0 (00.0%)	5 (15.1%)	4 (12.1%)	0 (00.0%)	3 (09.1%)	1 (03.0%)	0 (00.0%)	13 (39.4%)
Graduate School Size:										
Small	14	3 (21.4%)	1 (07.1%)	1 (07.1%)	1 (07.1%)	1 (07.1%)	0 (00.0%)	0 (00.0%)	1 (07.1%)	6 (42.9%)
Medium	49	2 (04.1%)	1 (02.0%)	9 (18.4%)	4 (08.2%)	1 (02.0%)	0 (00.0%)	1 (02.0%)	0 (00.0%)	31 (63.3%)
Large	81	0 (00.0%)	0 (00.0%)	17 (21.0%)	7 (08.6%)	3 (03.7%)	2 (02.5%)	5 (06.2%)	1 (01.2%)	46 (56.8%)
Very Large	50	1 (02.0%)	1 (02.0%)	2 (04.0%)	4 (08.0%)	0 (00.0%)	3 (06.0%)	2 (04.0%)	1 (02.0%)	36 (72.0%)
Inst. Location:										
Town	53	2 (03.8%)	1 (01.9%)	9 (17.0%)	4 (07.5%)	2 (03.8%)	1 (01.9%)	3 (05.7%)	1 (01.9%)	30 (56.6%)
City	45	0 (00.0%)	1 (02.2%)	5 (11.1%)	2 (04.4%)	1 (02.2%)	3 (06.7%)	1 (02.2%)	0 (00.0%)	32 (71.1%)
Urban	34	2 (05.9%)	1 (02.9%)	7 (20.6%)	2 (05.9%)	1 (02.9%)	1 (02.9%)	2 (05.9%)	0 (00.0%)	18 (52.9%)
Metropolitan	63	2 (03.2%)	0 (00.0%)	8 (12.7%)	8 (12.7%)	1 (01.6%)	0 (00.0%)	2 (03.2%)	2 (03.2%)	40 (63.5%)
Highest Degree:										
MA or Intermediate	39	1 (02.6%)	0 (00.0%)	7 (17.9%)	2(05.1%)	2 (05.1%)	1 (02.6%)	1 (02.6%)	1 (02.6%)	24 (61.5%)
Ph.D.	156	5 (03.2%)	3 (01.9%)	22 (14.1%)	14(09.0%)	3 (01.9%)	4 (02.6%)	7 (04.5%)	2 (01.3%)	96 (61.5%)
Type of Control:										
Public	124	3 (02.4%)	1 (01.2%)	17 (13.7%)	8(06.4%)	3 (02.4%)	4 (03.2%)	6 (04.8%)	2 (01.6%)	80 (64.5%)
Private	71	3 (04.2%)	2 (02.8%)	12 (16.9%)	8(11.3%)	2 (02.8%)	1 (01.4%)	2 (02.8%)	1 (01.4%)	40 (56.3%)
Total	195	6 (03.1%)	3 (01.5%)	29 (14.9%)	16(08.2%)	5 (02.6%)	5 (02.6%)	8 (04.1%)	3 (01.5%)	120 (61.5%)

[1] States included in each region are given in Appendix C.

institutions reported increases greater than 500 percent over the four-year period. The data are also displayed by institutional region, graduate school size, location, highest degree offered, and whether the institution is public or private. In only six cases where percentages could be calculated was there no increase or actual decrease in percentage of minority enrollment indicated.

The increases appear to be relatively uniform across all types of institutions and areas of the country with individual differences being too small to be significant. Since only 75 institutions were included in the increase categories, the sample was considered too small to generalize to the CGS universe population.

Table 9 represents the percent of departments at each institution which have made special efforts to recruit, enroll and educate minority/disadvantaged graduate students. As we have seen from Table 8, 75 institutions have reported headway in increasing the number of minority students on their campuses in the last four-year period. Table 9 reveals that part of this increase is because departments in these institutions have made individual commitments and efforts to increase minority enrollment. Twenty-eight institutions, or 14.4 percent of the sample, reported that between 75 and 100 percent of their departments were making individual efforts in this area; another 31 institutions reported that between a quarter and three quarters of their departments were doing the same. Conversely, 78 institutions failed to respond adequately to this question or the percentages could not be calculated from the data presented, and 16 reported outright that none of their departments were making individual efforts.

TABLE 9

Computation based upon questions 1 and 5:
PERCENT OF DEPARTMENTS AT EACH INSTITUTION WHICH HAVE MADE SPECIAL EFFORTS TO RECRUIT, ENROLL, AND EDUCATE MINORITY/DISADVANTAGED GRADUATE STUDENTS
(N=195)

Institution Subcategory	No. Inst. in category	Percent of Departments Making Special Efforts for M/D Students (Percent of each subcategory) None	1-25%	26 - 50%	51 - 75%	76 - 100%	No response or cannot calculate
Region							
NE/MA	78	6 (07.7%)	12 (15.4%)	10 (12.8%)	5 (06.4%)	14 (17.9%)	31 (39.7%)
MW	45	5 (11.1%)	14 (31.1%)	6 (13.3%)	1 (02.2%)	6 (13.3%)	13 (28.9%)
S/SE	39	3 (07.7%)	10 (25.6%)	2 (05.1%)	1 (02.6%)	5 (12.8%)	18 (46.1%)
W/SW/NW	33	2 (06.1%)	6 (18.2%)	4 (12.1%)	2 (06.1%)	3 (09.1%)	16 (48.5%)
G. S. Size							
Small	14	1 (07.1%)	1 (07.1%)	1 (07.1%)	1 (07.1%)	3 (21.4%)	7 (50.0%)
Medium	49	10 (20.4%)	7 (14.3%)	6 (12.2%)	3 (06.1%)	4 (08.2%)	19 (38.8%)
Large	81	3 (03.7%)	20 (24.7%)	12 (14.8%)	3 (03.7%)	11 (13.6%)	32 (39.5%)
Very Large	50	2 (04.0%)	14 (28.0%)	3 (06.0%)	2 (04.0%)	10 (20.0%)	19 (38.0%)
Location							
Town	53	7 (13.2%)	4 (07.5%)	7 (13.2%)	0 (00.0%)	7 (13.2%)	28 (52.8%)
City	45	3 (06.7%)	16 (35.6%)	5 (11.1%)	2 (04.4%)	6 (13.3%)	13 (28.9%)
Urban	34	3 (08.8%)	10 (29.4%)	4 (11.8%)	2 (05.9%)	4 (11.8%)	11 (32.3%)
Metropolitan	63	3 (04.8%)	12 (19.0%)	6 (09.5%)	5 (07.9%)	11 (17.5%)	26 (41.3%)
Highest Degree							
MA	39	7 (17.9%)	8 (20.5%)	4 (10.3%)	1 (02.6%)	2 (05.1%)	17 (43.6%)
Ph.D.	156	9 (05.8%)	34 (21.8%)	18 (11.5%)	8 (05.1%)	26 (16.7%)	61 (39.1%)
Type of Control							
Public	124	8 (06.4%)	28 (22.6%)	14 (11.3%)	5 (04.0%)	20 (16.1%)	49 (39.5%)
Private	71	8 (11.3%)	14 (19.7%)	8 (11.3%)	4 (05.6%)	8 (11.3%)	29 (40.8%)
Combined Degree and Control							
MA/public	23	3 (13.0%)	7 (30.4%)	2 (08.7%)	1 (04.3%)	1 (04.3%)	9 (39.1%)
MA/private	16	4 (25.0%)	1 (06.2%)	2 (12.5%)	0 (00.0%)	1 (06.2%)	8 (50.0%)
Ph.D./public	101	5 (04.9%)	21 (20.8%)	12 (11.9%)	4 (04.0%)	19 (18.8%)	40 (39.6%)
Ph.D./private	55	4 (07.3%)	13 (23.6%)	6 (10.9%)	4 (07.3%)	7 (12.7%)	21 (38.2%)
Total	195	16 (08.2%)	42 (21.5%)	22 (11.3%)	9 (04.6%)	28 (14.4%)	78 (40.0%)

Looking at the subcategory groups, more efforts were made in the departments in institutions in the New England and Middle Atlantic states than in other areas of the country, and Ph.D.-granting institutions in metropolitan areas were more active than other groups of institutions. Whereas 19 public Ph.D.-granting institutions reported between 75 and 100 percent of their departments making efforts in this regard, only one institution in the MA public and one in the MA private category reported comparable efforts.

Policies Regarding Minority/Disadvantaged Students

Question 4 asks "Does the graduate school have a policy with regard to the enrollment and education of minority/disadvantaged students?" Besides checking yes or no to this question, the respondents were asked to summarize the policy briefly, indicate whether or not a specific person in the graduate school was assigned to implement the policy, and if that person was a member of a minority group. Table 10 shows the yes-no responses to question 4: forty percent of the responding institutions indicated that there was a policy, formal or informal, in this area compared with 54 percent who responded negatively to question 4. Only nine institutions (4.6 percent) failed to respond.

The breakdown of these responses into subcategories reveals once again that the institutions in the New England and Middle Atlantic area had a higher percentage of "yes" responses (50 percent) to this question than any other area, and very large institutions (over 3,000 student enrollment) were similarly high (54 percent). The highest percentage of institutions responding "no" were midwestern institutions (64.4 percent), those located in urban areas (64.7 percent), and those granting MA as their highest degree (66.7 percent). Once again, the institutions least active in this area are those private institutions granting an MA or an intermediate degree as their highest degree offered (68.7 percent).

TABLE 10

RESPONSES TO QUESTION 4

Does the graduate school have a policy with regard to the enrollment and education of minority/disadvantaged students?

Institution Subcategory	No. of Inst. in the Sample	No. Responding "yes"	Percent "yes"	No. Responding "no"	Percent "no"	No Response
Region						
NE/MA	78	39	50.0	35	44.8	4
MW	45	14	31.1	29	64.4	2
S/SE	39	14	35.9	23	58.9	2
W/SW/NW	33	12	36.3	20	60.6	1
Graduate Program						
Small	14	5	35.7	8	57.1	1
Medium	49	19	38.7	29	59.2	1
Large	81	28	34.5	49	60.5	4
Very large	50	27	54.0	20	40.0	3
Location						
Town	53	21	39.6	30	56.6	2
City	45	22	48.9	21	46.6	2
Urban	34	11	32.3	22	64.7	1
Metropolitan	63	25	39.7	34	54.0	4
Highest Degree						
MA	39	11	28.2	26	66.7	2
Ph.D.	156	68	43.6	81	51.9	7
Type of Control						
Public	124	55	44.3	63	50.8	6
Private	71	24	33.8	44	62.0	3
Combined Degree and Control						
MA/public	23	6	26.1	15	65.2	2
MA/private	16	5	31.2	11	68.7	0
Ph.D./public	101	49	48.5	48	47.5	4
Ph.D./private	55	19	34.5	33	60.0	3
Total	195	79	40.5	107	54.9	9 (4.6%)

The statements accompanying these policy responses show clearly that at least two major groupings can be identified. One large group has policies, written or understood, that assure "equal treatment" to minority and disadvantaged applicants in graduate programs, and a somewhat smaller but substantial group of institutions reports that "special efforts" are being made to recruit and enroll such students, which is similar to an "affirmative action" effort.

Of the 59 institutions responding that a particular person in the graduate school is assigned to implement the policy, 21 indicated that that person was a member of a minority group and 38 responded that he or she was not. It is interesting to note that those institutions which indicate that "equal treatment" is assured for all candidates often emphasized the point by heavily underlining or adding several exclamation points following it. Several institutions stated that it was the opinion of the respondent that affirmative action programs are examples of reverse discrimination and that their institutions did not countenance such a policy.

Several institutions reported a special admissions category for minority/disadvantaged students identified in a recruiting process who fall within the criteria of a special program. One such respondent explained that up to 10 percent of the entering graduate students may be exempted from university minimum requirements, and that a majority of the persons in that category were from minority groups who were given special financial aid and other academic help to overcome deficiencies in their previous training. Another reported that efforts were made on the part of the graduate school to support those of the departments "to recruit such students with the goal of obtaining a

percentage enrollment rate in each department equal to the representation of that minority group in the national population." A number of institutions stated that their policy was to encourage enrollment for minority/disadvantaged students but did not specify further what that encouragement involved.

Several respondents, however, described the ways in which the graduate school encourages departments to participate in this effort. One stated that their departments "receive additional traineeships as incentives for efforts in this area, or may lose traineeships if no indication of interest or activity is shown." Another reported that the graduate school controlled a number of special fellowships for minority students that could be assigned to any graduate department able to recruit qualified minority students. One institution described the "developmental scholar program" in which the graduate school could monitor admissions applicants and decisions by assigning a coordinator concerned with minority enrollment to each department. Since the questionnaire respondent was in most cases a graduate school administrator, many replies appeared to indicate that the departments were slow to respond to expressed interest in minority enrollment, and that it was the administrator's unhappy task to stimulate activity through encouragement.

The existence of a formal or informal institutional policy, then, appears not to be as crucial to direct action or special procedures as the type of policy. Institutions which assure equal opportunity or nondiscrimination represent the bulk of the institutions which report policies, but many report the critical factor is when institutions undertake an "affirmative action" program. This is seen by some as an

essential step in righting previous social injustices, by others as blatant reverse discrimination. The issue is clearly a point of vigorous contention.

Recruiting

There are a number of questions within the recruiting section of the questionnaire. The first asks whether or not a special effort is made to recruit minority/disadvantaged graduate students at the graduate school level. Table 11 contains the replies to this question. One hundred five or 53 percent of the total responding institutions said that special efforts were being made to recruit such students, and 83 institutions or 42.6 percent responded negatively. Only seven institutions or 3.6 percent gave no response. The highest percentage of a positive response within the subcategories was from those institutions in the New England and Middle Atlantic states area, 69.2 percent responding "yes," and from the very large institutions, 70 percent responding "yes." The highest percentage of institutions responding negatively to the question were those 16 institutions in the MA highest degree private control group: 81.3 percent. The other groups responding "no" in high numbers were those institutions in the south and southeast (66.6 percent), those with small and medium sized graduate programs, those in urban locations, and MA highest degree institutions (66.7 percent).

In addition, 107 institutions reported that their recruiting efforts were aimed at a particular minority or disadvantaged group. Sixty-five of these specifically mentioned black or Afro-Americans, 12 reported seeking American Indians, 17 recruited mainly Spanish American and Chicano students, and 11 sought Puerto Rican students.

TABLE 11

RESPONSES TO QUESTION 6

Is a special effort made to recruit minority/disadvantaged graduate students at the graduate level?

Institution Subcategory	No. of Inst. in the Sample	No. Responding "yes"	Percent "yes"	No. Responding "no"	Percent "no"	No Response
Region						
NE/MA	78	54	69.2	22	28.2	2
MW	45	19	42.2	24	53.3	2
S/SE	39	11	28.2	26	66.6	2
W/SW/NW	33	21	63.6	11	33.3	1
Graduate Program						
Small	14	7	50.0	7	50.0	0
Medium	49	17	34.7	31	63.3	1
Large	81	46	56.8	30	37.0	5
Very large	50	35	70.0	14	28.0	1
Location						
Town	53	28	52.8	23	43.4	2
City	45	28	62.2	17	37.8	0
Urban	34	13	38.2	21	61.8	0
Metropolitan	63	36	57.1	22	34.9	5
Highest Degree						
MA	39	12	30.8	26	66.7	1
Ph.D.	156	93	59.6	57	36.5	6
Type of Control						
Public	124	69	55.6	51	41.1	4
Private	71	36	50.7	32	45.1	3
Combined Degree and Control						
MA/public	23	9	39.1	13	56.5	1
MA/private	16	3	18.7	13	81.3	0
Ph.D./public	101	60	59.4	38	37.6	3
Ph.D./private	55	33	60.0	19	34.5	3
Total	195	105	53.8	83	42.6	7 (3.6%)

Two institutions indicated an interest in poverty-stricken white students from Appalachia. Since no institutions indicated any other definition for "disadvantaged," it is clear that the target populations for recruitment are the racial and ethnic minorities.

When asked to briefly summarize the graduate school activities or goals in this area, the greatest number of institutions indicated that no specific goals were set but their intention was to increase enrollment of the above and other minority groups substantially if possible. A somewhat smaller group indicated a specific percentage goal. For instance, 16 institutions specified 10 percent minority enrollment as a specific goal, and other institutions gave similar percentages. Several institutions indicated the kinds of efforts they utilized: two, for example, participate in the WAGS-WICHE minority student locater service. Three others indicate printing specific recruiting pamphlets for minority students; others utilize the availability of certain financial aid funds as means of recruiting minority students.

Question 7 asks "How do you identify minority/disadvantaged students in your recruiting and admissions procedures?" Table 12 contains the responses to this question in order of number of times cited. Recommendations and interviews were most often cited as the means by which minority/disadvantaged students are identified. Twenty-one institutions indicated that direct questions on the application form are most useful, and 18 identify students through their own self-identification on the application form. A scattering of other means were indicated and are presented. In several cases, respondents voluntarily wrote that response category A ("direct question on the application form") was illegal in their state. However, the legality must be at least doubted by others for the 21 respondents who indicated

that they do have such a question on their application form come from 18 different states and the District of Columbia. It would seem that institutions which feel such a question is illegal should check the statutes of their states to make sure that that is the case.

TABLE 12

RESPONSES TO QUESTION 7

How do you identify minority/disadvantaged students in your graduate recruiting and admission procedure?
(in order of greatest response)

Method of Identification	No. of Times Cited
Through recommendations	52
By means of an interview	40
By a direct question on the application form	21
Through student self-identification on application	18
Application from a predominately Black college	12
Picture attached to the application form	9
By means of an indirect question on the application	8
Through faculty contacts (the "grapevine")	8
By means of recruiting trips	7
Through an intelligent reading of the application	4
Noting Spanish surnames	3
Referral by minority affairs office	2
Visual check at the time of registration	2
WAGS-WICHE referent	2
Use of application forms especially identified for use by minority applicants	2
Applicant also for special minority fellowship	1

Question 8 asks "If your graduate school has a minority/disadvantaged student recruiting program, who directs it?" Six response categories were listed including one for "other" persons not specified. Table 13 displays the responses. Thirty-two percent indicate that a minority person directs the recruiting activities; 25 percent indicate that such activities are not under any specific direction. Fourteen of the respondents indicated that responsibility is in the departments and not at the graduate school level.

TABLE 13

RESPONSES TO QUESTION 8

If your graduate school has a minority/disadvantaged student recruiting program, who directs it?

Authority	Number of Responses	Percent of Responses
A minority person	27	27.8
A non-minority person	19	19.6
A committee with a minority chairman	8	8.2
A committee with a non-minority chairman	8	8.2
Not under any specific direction	21	21.7
"Other" (in the departments)	14	14.5
Total responses	97	100.0

Question 9 asks "Which of the following are utilized in minority/disadvantaged recruitment?" This is followed by a series of methods of recruiting and columns for checking whether or not the graduate school or one or more departments utilizes that method. Table 14 lists the response rate for each of these categories. Most often cited (90 responses) was "through contact with faculty at other institutions" by

TABLE 14

RESPONSES TO QUESTION 9

Which of the following are utilized in minority/disadvantaged student recruitment? (Respondents may check as many as apply.)

Method of Contact	Number of Responses: By the Graduate School	Number of Responses: By One or More Departments
Mailings:		
Mailings to identified lists of minority/ disadvantaged students	42	70
Mailings to predominately Black colleges	47	76
Visits:		
Visits to predominately Black colleges by Black graduate school representatives	34	32
Visits to predominately Black colleges by non-Black graduate school representatives	25	43
Visits to largely integrated colleges by minority graduate school representatives	30	26
Visits to largely integrated colleges by non-minority graduate school representatives	27	33
Other:		
Use of non-staff recruiters near students' colleges	6	12
Through contacts with faculty at other institutions	43	90
Through representatives of the colleges which approach the graduate school or department	48	50
Through a local educational or industrial counselor	12	19
Through presently enrolled students	0	7
Radio, newspaper or TV advertisements	2	2
WAGS-WICHE or other locater services	2	0

one or more departments. Next highest (76 responses) was "Mailings to predominately black colleges," closely followed (70 responses) by "Mailings to identified lists of minority/disadvantaged students." Of the activities undertaken by the graduate school, the most frequest response was "Through representatives of the colleges which approach the graduate school or department" and "Through mailings to predominately black colleges." Visits to both black and integrated colleges are an often cited means of contacting minority/disadvantaged students, followed by more unusual methods such as through the help of enrolled students, through local educational or industrial counselors, and other means.

Finally, the respondents were asked "Where is the focus of your minority/disadvantaged student recruitment effort directed?" Table 15 indicates little variation in the replies to this question. Thirty-three percent of the respondents indicated that their efforts were directed nationally, but almost equal efforts were directed elsewhere. Of those who checked "Regionally" as a response (45), 30 indicated that the region was the South.

TABLE 15

RESPONSES TO QUESTION 10

Where is the focus of your minority/disadvantaged student recruitment efforts directed?

Location	Number of Responses	Percent of Response
Locally	44	21.8
In the state	45	22.3
Regionally	45	22.3
Nationally	68	33.6

In summary, recruiting is seen as a prime method of attracting minority and disadvantaged students in at least half of the institutions responding to this questionnaire, and efforts are concentrated through faculty contact and departmental mailings. Almost all respondents operationally define minority/disadvantaged as particular racial or ethnic groups. There is no uniform way of identifying such students, and the data suggest that this situation could be simplified by simply asking a direct question on the application form which would indicate a student's ethnic and racial background. A surprisingly large number of respondents indicate a minority person directs the recruiting efforts in the institution, but in many cases authority is diffuse among the departments.

Admissions

What special provisions are made for minority and disadvantaged students in admissions procedures? A series of questions dealt with this issue. Table 16 displays the responses to the question "Does the graduate school give special attention to minority/disadvantaged graduate student applications in the admissions procedure at the graduate level?" Forty-two percent of the responding institutions answered "yes" to the question as compared with 50.8 percent responding "no." The highest percentage (53.8 percent) of the institutions responding "yes" were those located in the New England and Middle Atlantic area, those with very large graduate programs (52 percent), and those in an urban location (52.9 percent). The highest negative responses were from institutions in the midwest (66.7 percent), those with medium sized programs (63.3 percent), the MA highest degree institutions (66.7 percent), and those which are both public and offer the MA as the highest degree (69.6 percent). Thirteen institutions failed to respond to this question.

TABLE 16

RESPONSES TO QUESTION 11

Does the graduate school give special attention to minority/disadvantaged graduate student applications in the admissions procedure at the graduate level?

Institution Subcategory	No. of Inst. in the Sample	No. Responding "yes"	Percent "yes"	No. Responding "no"	Percent "no"	No Response
Region						
NE/MA	78	42	53.8	31	39.7	5
MW	45	15	33.3	30	66.7	0
S/SE	39	12	30.8	24	61.5	3
W/SW/NW	33	14	42.4	14	42.4	5
Graduate Program						
Small	14	7	50.0	6	42.9	1
Medium	49	16	32.7	31	63.3	2
Large	81	34	42.0	40	49.4	7
Very large	50	26	52.0	21	42.0	3
Location						
Town	53	25	47.2	26	49.1	2
City	45	17	37.8	25	55.6	3
Urban	34	18	52.9	15	44.1	1
Metropolitan	63	23	36.5	33	52.4	7
Highest Degree						
MA	39	12	30.8	26	66.7	1
Ph.D.	156	71	45.5	73	46.8	12
Type of Control						
Public	124	56	45.2	62	50.0	6
Private	71	27	38.0	37	52.1	7
Combined Degree and Control						
MA/public	23	7	30.4	16	69.6	0
MA/private	16	5	31.2	10	62.5	1
Ph.D./public	101	49	48.5	46	45.5	6
Ph.D./private	55	22	40.0	27	49.1	6
Total	195	83	42.6	99	50.8	13 (6.7%)

Are departments generally more or less active than the graduate school in providing special attention to minority/disadvantaged students? Question 11a (Table 17) attempted to find out. Fifty-eight percent of the responding institutions answered that one or more of their departments gave such attention, compared with 31.3 percent that responded that their departments did not.

The analysis of subcategories yields interesting information on this question. Whereas little variation occurs by region of the country, a great deal of variation occurs with respect to the size of the graduate program. For example, 78 percent of the institutions with very large graduate programs responded that one or more departments did in fact give such attention whereas only 36.7 percent of the medium sized institutions so responded. A surprisingly small percentage of the private institutions offering MA as the highest degree (12.5 percent) could respond "yes" to the question, as compared with 70.3 percent of the Ph.D.-granting public institutions. Thus, it appears that the type of degree offered and size are both critical factors in whether or not the departments are active in modifying admissions practices. The Ph.D.-granting institutions are much more likely (nearly two-thirds as compared with one-third for MA-granting institutions) to have special attention given at the department level. It is recognized that size and highest degree offered are, of course, highly correlated with each other.

TABLE 17

RESPONSES TO QUESTION 11a

Do one or more departments give special attention to minority/disadvantaged graduate school applications in the admission procedures?

Institution Subcategory	No. of Inst. in the Sample	No. Responding "yes"	Percent "yes"	No. Responding "no"	Percent "no"	No Response
Region						
NE/MA	78	47	60.3	23	29.5	8
MW	45	28	62.2	14	31.1	3
S/SE	39	19	48.7	17	43.6	3
W/SW/NW	33	20	60.6	7	21.2	6
Graduate Program						
Small	14	7	50.0	6	42.9	1
Medium	49	18	36.7	27	55.1	4
Large	81	50	61.7	19	23.5	12
Very large	50	39	78.0	8	16.0	3
Location						
Town	53	28	52.8	21	39.6	4
City	45	30	66.7	13	28.9	2
Urban	34	25	73.5	6	17.6	3
Metropolitan	63	31	49.2	21	33.3	11
Highest Degree						
MA	39	13	33.3	21	53.8	5
Ph.D.	156	101	64.7	40	25.6	15
Type of Control						
Public	124	82	66.1	34	27.4	8
Private	71	32	45.1	27	38.0	12
Combined Degree and Control						
MA/public	23	11	47.8	10	43.5	2
MA/private	16	2	12.5	11	68.8	3
Ph.D./public	101	71	70.3	24	23.8	6
Ph.D./private	55	30	54.5	16	29.1	9
Total	195	114	58.5	61	31.3	20 (10.3%)

What type of special attention is given to minority/disadvantaged students? Question 11b consisted of a series of presumed requirements that are typical for graduate school admission with columns to respond whether or not the requirement is true for the institution responding and whether or not it may be waived or modified for minority/disadvantaged students both at the graduate school level and department level. Table 18 shows the responses to this question. At the graduate school level, 97 percent of the responding institutions (33 institutions responding) indicated that a minimum GRE Aptitude score requirement may be waived or modified for minority/disadvantaged students. Ninety-one percent would waive or modify the requirement of a minimum GRE Advanced Test score, and 64.5 percent would waive the application fee. On the other hand, only 7 out of 119 institutions responding indicated that the bachelor's degree requirement may be waived or modified for such students, and only 2.5 percent of the responding institutions (3 out of 122) are willing to waive or modify the requirement for an official undergraduate transcript.

Departments are apt to be somewhat more liberal in this regard. Ninety-six and 97 percent respectively will waive or modify the requirement for minimum GRE Aptitude and Advanced Test scores, and 100 percent of the institutions responding are willing to waive or modify the requirement for minimum MAT scores. Seventy-three percent would waive the application fee, 83 percent are willing to modify or waive the requirement of a minimum undergraduate GPA for such students, and 61 percent are willing to forego the requirement for Aptitude Test scores even being submitted. Approximately the same number of institutions responded that the requirement for the bachelor's degree or the official undergraduate transcript might be waived in the case of such students at the department level as were reported for the graduate school level.

TABLE 18

RESPONSES TO QUESTION 11b

The following are requirements that are often used by graduate schools and departments in graduate admission procedures. Check appropriate columns for your institution.

Type of Requirement	Graduate School Procedures			One or More Departments Procedures		
	Normally Required	Requirement May Be Waived or Modified for M/D Student	Percent of Responses Waived or Modified the Requirement	Normally Required	Requirement May Be Waived or Modified for M/D Student	Percent of Responses Waived or Modified the Requirement
Bachelor's degree	119	7	5.9	90	7	7.8
Official undergraduate transcript	122	3	2.5	90	4	4.4
Minimum undergraduate GPA	101	61	60.4	77	64	83.1
GRE Aptitude Test results	64	29	45.3	85	52	61.2
Minimum GRE Aptitude score	33	32	97.0	58	56	96.5
GRE Advanced Test results	32	17	53.1	70	52	74.3
Minimum GRE Advanced score	12	11	91.7	43	42	97.7
Miller's Analogies Test results	8	1	12.5	54	26	48.1
Minimum MAT score	6	4	6.7	25	25	100.0
Other test results (ATGSB, NTE, etc.)	11	3	27.3	29	13	44.8
Other test minimum score	4	0	0.0	9	4	44.4
Recommendations	62	4	6.4	67	10	14.9
Interview	7	2	28.6	29	11	37.9
Application fee	76	49	64.5	30	22	73.3
Other (Statement of interest)	3	1	33.3	3	3	100.0

The responses for the question "Where are minority/disadvantaged graduate student admissions decisions made?" are shown in Table 19. Most institutions have difficulty in answering this question, since decisions are most often made by mutual consent between the recommendations of the department and the approval of the graduate school office. However, the questionnaire did not allow for such a response but forced a decision between the graduate school or department. Table 19 indicates that the majority of institutions really feel that the decision is made at the department level (59.1 percent). No institutions responded that a minority affairs office makes such decisions, but four indicated that someone other than the graduate school office or the department made admissions decisions on minority/disadvantaged graduate student applicants. In almost all cases (120 out of 122 institutions responding) the point of decision was the same for minority/disadvantaged students as for all other applicants. The two institutions responding "no" to this question indicated that in some cases another office would make the final decision based upon its particular knowledge of the candidate and/or its better procedures for interpreting admissions data.

It is clear from these answers that more liberal admissions decisions are necessary in any effort to enroll large numbers of minority/disadvantaged students. The institutions with policies of affirmative action tended to respond that their admissions requirements were more liberally interpreted than requirements at institutions responding that admission was on an equal opportunity basis.

TABLE 19

RESPONSES TO QUESTION 12

Where are minority/disadvantaged graduate student admissions decisions made?

Locus	Number of Responses	Percent of Responses
Graduate school	63	38.4
Department	97	59.1
Minority Affairs Office	0	0.0
Other	4	2.5
Total Responses	164	100.0

Is the above decision locus the same as that for regular graduate students?

yes: 120
no: 2

The Parry report indicated that some 62 institutions were willing to waive or liberalize normal admissions requirements for disadvantaged students as compared with 84 institutions in the present survey. Of the kinds of liberalized requirements reported in the Parry survey, 59 institutions mention that the scholastic record could be liberalized in the following ways: thirty-seven would make allowances for the general statement, six would set a lower GPA that would need to be met for admission, four would place emphasis on improvement as the criterion for making allowances in the scholastic record, and four would make such allowances only on the basis of a strong recommendation. Twenty-two institutions replied that students falling below a certain scholastic requirement may be admitted on a provisional basis. Test scores and requirements were also interpreted liberally by those responding to the questionnaire. Fifty-one institutions so indicated, eight of

these disregarding the scores and others disregarding a minimum score. Nine institutions responded that the test requirement is waived totally for disadvantaged students.

Services for Enrolled Graduate Students

Questions 13 through 19 on the questionnaire are directed at discovering what special arrangements, programs, or efforts are made by the graduate institutions to meet the needs of minority/disadvantaged graduate students.

Table 20 demonstrates the responses to this general question. Forty-three percent of the responding institutions indicated that some services were provided; 52.8 percent replied that they were not. Once again, the institutions most likely to respond positively were the large ones in the New England and Middle Atlantic region located in urban areas. Surprisingly, the highest percentage of institutions responding positively were the private institutions with MA highest degrees. Perhaps this indicates that such institutions are more responsive to the need of individual students than are other institutions with larger and more heterogeneous student bodies. In the case of most of the key questions in this survey, the MA highest/private institutions are, in general, less active than are other types.

Institutions least likely to have such arrangements are those located in the south and western portion of the United States, those with medium size graduate programs, those located in smaller towns or in rural areas, and the public/MA highest degree institutions. Only eight institutions failed to answer this question.

It is interesting to note that fewer institutions in the total sample report special services for enrolled students than the number who make

TABLE 20

RESPONSES TO QUESTION 13

Are there special efforts, programs, or arrangements directed toward the needs of enrolled minority/disadvantaged graduate students at your institution? (Exclude financial aid arrangements here.)

Institution Subcategory	No. of Inst. in the Sample	No. Responding "yes"	Percent "yes"	No. Responding "no"	Percent "no"	No Response
Region						
NE/MA	78	40	51.3	36	46.2	2
MW	45	23	51.1	19	42.2	3
S/SE	39	11	28.2	26	66.7	2
W/SW/NW	33	10	30.3	22	66.7	1
Graduate Program						
Small	14	5	35.7	9	64.3	0
Medium	49	14	28.6	33	67.3	2
Large	81	36	44.4	39	48.1	6
Very large	50	28	56.0	22	44.0	0
Location						
Town	53	19	35.8	32	60.4	2
City	45	20	44.4	24	53.3	1
Urban	34	17	50.0	15	44.1	2
Metropolitan	63	28	44.4	32	50.8	3
Highest Degree						
MA	39	16	41.0	22	56.4	1
Ph.D.	156	68	43.6	81	51.9	7
Type of Control						
Public	124	54	43.5	64	51.6	6
Private	71	30	42.3	39	54.9	2
Combined Degree and Control						
MA/public	23	7	30.4	15	65.2	1
MA/private	16	9	56.3	7	43.8	0
Ph.D./public	101	47	46.5	49	48.5	5
Ph.D./private	55	21	38.2	32	58.2	2
Total	195	84	43.1	103	52.8	8 (4.1%)

special recruiting efforts. Perhaps there is a time lag of several years between the institution of recruiting efforts for minority/disadvantaged students and the development of special services for those who enroll.

It was of interest to the committee developing this questionnaire whether or not all minority students or only a subgroup identified as disadvantaged were offered these special arrangements. The overwhelming response (99 compared with 8) was that all minority students are part of the effort which seems to indicate once more that being disadvantaged is not the criterion most often applied in institutional settings.

Table 21 shows the responses to the question "Where is the primary responsibility for the efforts for minority/disadvantaged enrolled graduate students located?" The majority of responses (51.7 percent)

TABLE 21

RESPONSES TO QUESTION 15

Where is the primary responsibility for the efforts for minority/disadvantaged enrolled graduate students located?

Responsibility	Number of Responses	Percent of Responses
In the graduate dean's office	37	31.4
In the departments	61	51.7
In a special minority affairs office	13	11.0
Other*	7	5.9
Total	118	100.0

*Center for Afro-American Studies (3)
The Office of the Dean of Students (2)
"Faculty Committee on Academic Opportunity for Disadvantaged Students" (2)

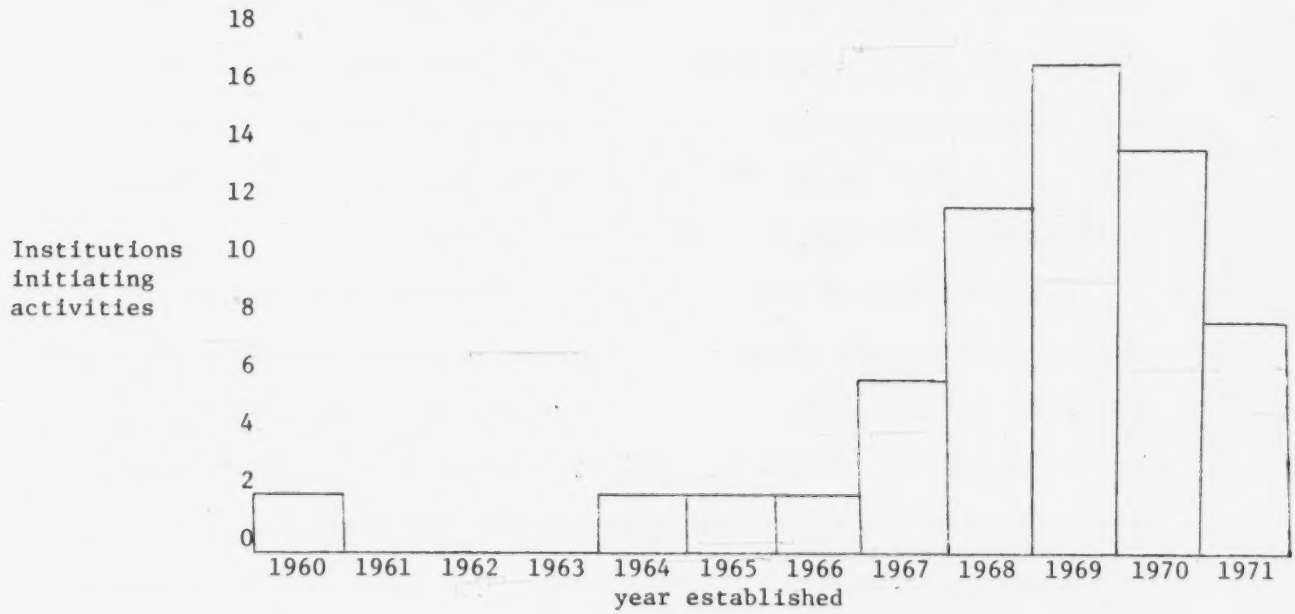
indicated that such responsibility is in the departments. Thirty-one percent indicated responsibility in the graduate dean's office, and 11 percent a special minority affairs office. Since individual departments usually do not have campus-wide authority, this question indicates that there is an opportunity for the graduate dean's office or some other high level office to do more for enrolled minority/disadvantaged students.

When were such services or programs begun? Figure #1 responds to the question, "If they exist, in what years were the special minority/disadvantaged graduate student activities or efforts established at the graduate level?" Thirty-three percent of the usable sample responded

Figure 1

RESPONSE TO QUESTION 16

If they exist, in what years were the special minority/disadvantaged graduate student activities or efforts established at the graduate level?*



*Total responses: 65 or 33.3% of the usable sample

to this question. The year 1969 represented the peak year in which such efforts were begun (17 institutions), with a decline in the two years following to eight institutions initiating programs in 1971. If the curve follows its downward slope during the next two years, it appears that only a handful of institutions will be instituting efforts for minority/disadvantaged students in the 1972-73 academic year even though minority enrollment at the graduate level is continuing to increase.

It is of particular interest to see what special efforts or arrangements are made for minority/disadvantaged students as compared with those provided for all graduate students. Table 22 displays the checked responses to a question asking for this breakdown. The availability of tuition aid on a special basis was the area of special attention for minority/disadvantaged students cited most often, followed by assistance in making adjustments to the college community, reduced course loads, special tutoring, opportunities for teaching or assistantships, and finding off-campus housing. On the basis of percentage of times cited compared with all graduate students, however, attention is most often given to minority/disadvantaged students regarding financial allowances above the standard stipend, special tutoring, adjustment to the college or community, and summer programs for academic deficiencies.

Part B of Table 22 indicates those services available only for minority/disadvantaged students. Special postadmission counseling and the availability of a minority counselor-advisor are often cited as well as the availability of an ethnic studies program. However, the latter is most often geared to undergraduates rather than graduates.

A space was provided below this question for any individual responses the institutions wished to provide as further description of the activities checked. Many institutions reported information concerning the type of

TABLE 22

RESPONSES TO QUESTION 17

Please check the services listed below which are (1) provided for all graduate students, and (2) provided for minority/disadvantaged graduate students in a special manner above and beyond that given regular students.

PART A Service	(1) Available for All Graduate Students	(2) Special Attention for M/D Students	(3) Percent of Inst. Providing Special Attention
Finding on-campus housing	134	42	31.3
Finding off-campus housing	118	45	38.1
Tuition aid	114	79	69.3
Non-resident (tuition aid)	66	37	56.1
Financial allowances above the standard stipend	14	28	200.0
Waiving of certain degree requirements	17	8	47.1
Summer program for academic deficiencies	23	22	95.7
Reduced course loads	66	50	75.8
Special tutoring	24	45	187.5
Privilege of repeating courses without penalty	30	11	36.7
Assistance in making adjustment to college or community	48	57	118.7
Opportunities for teaching assistant responsibilities	146	47	32.2
Opportunities for research assistant responsibilities	137	42	30.7
Special assistant with summer employment	46	24	52.2
Special assistance with placement following degree	102	41	40.2
Other *	21	18	85.7

PART B	Services available for m/d students only:	No. responding "yes"
	Providing special minority housing	5
	Post-admissions special counseling	39
	Availability of a minority counselor or advisor	71
	Ethnic Studies Program available	50

*Fellowships and/or traineeships and/or teaching opportunities (7)
Counseling, for outside financial support or jobs (7)
Black cultural centers or its equivalent (4)
Remedial reading and writing course (1)
Legal aid/family planning available (1)
Programmed learning (1)

program offered. For example, the availability of an urban studies center or a Mexican American studies institute was frequently indicated in this section; several respondents gave the name of a particular fellowship program designed for minority students. In two cases a graduate program in Afro-American studies was cited.

Table 23 displays the responses to the question of whether or not an institution is developing an academic program designed to reflect the needs and interests of minority/disadvantaged graduate students. Significantly fewer institutions responded "yes" to this question than was the case in earlier questions (22.1 percent of the sample) with fully 70 percent responding "no." However, the institutions most likely to respond "yes," though the percentages were low, were very large institutions, those in the south or southeast, and those located in cities. Private institutions were slightly more likely to respond "yes." The institutions least likely to respond "yes" were those from the midwest, those with small graduate programs located in small towns or rural areas, and those with public control. The type of programs most often cited were Afro-American, Mexican American, or East Asian MA studies programs, as well as occasional Ph.D. programs in urban or other special area programs. Occasionally, however, a specific MA program in a discipline was cited because of the fact that it was designed specifically for minority students. Two such examples are an MA program in chemistry for teachers designed for minority students and a special program in mathematics for junior college teachers. One institution indicated that it offered a library science program specifically for American Indians.

TABLE 23

RESPONSES TO QUESTION 18

Are you developing or have you developed an academic program designed to reflect the needs and interests of minority/disadvantaged graduate students on your campus?

Institution Subcategory	No. of Inst. in the Sample	No. Responding "yes"	Percent "yes"	No. Responding "no"	Percent "no"	No Response
Region						
NE/MA	78	19	24.4	53	67.9	6
MW	45	8	17.8	35	77.7	2
S/SE	39	10	25.6	25	64.1	4
W/SW/NW	33	6	18.2	24	72.7	3
Graduate Program						
Small	14	1	7.1	11	78.6	2
Medium	49	9	18.4	38	77.6	2
Large	81	18	22.2	54	66.7	9
Very large	50	15	30.0	34	68.0	1
Location						
Town	53	9	17.0	40	75.5	4
City	45	12	26.7	32	71.1	1
Urban	34	8	23.5	25	73.5	1
Metropolitan	63	14	22.2	40	63.5	9
Highest Degree						
MA	39	9	23.1	27	69.2	3
Ph.D.	156	34	21.8	110	70.5	12
Type of Control						
Public	124	25	20.2	91	73.4	8
Private	71	18	25.4	46	64.8	7
Combined Degree and Control						
MA/public	23	5	21.7	16	69.6	2
MA/private	16	4	25.0	11	68.8	1
Ph.D./public	101	20	19.8	75	74.3	6
Ph.D./private	55	14	25.5	35	63.6	6
Total	195	43	22.1	137	70.3	15 (7.7%)

Are there available channels of communication by which minority/disadvantaged graduate students may provide feedback to administrators and others rendering services for graduate students? Table 24 shows the responses to the question "Which of the following channels of communication exist for feedback for minority/disadvantaged graduate students in your graduate school?" Responses were scattered, but the most often cited were "through minority faculty members" (15.0 percent) and "through non-minority faculty members" (14.4 percent). In closely descending order, responses included non-minority staff members, non-minority advisors, minority staff members, minority advisors, and an ombudsman. A total of 16 separate ways was indicated by the 661 response checks.

The Arlt questionnaire summarized by Parry does not specifically ask for responses to an array of possible services to enrolled graduate students but to specific questions concerning remedial services, financial support and the date when such procedures were instituted. Thirty-five institutions responded that tutoring was available (compared with 45 institutions in the present survey), and 44 indicated that course and load differences were possible compared with 50 institutions in the present survey.

The year most often cited as the year in which special procedures were established for disadvantaged students in the Arlt survey was 1968 with 31 responding, followed by 1969 with 25 and 1967 with 18. The questions on this subject were phrased differently in the two questionnaires, and there is some slight discrepancy in the responses. Nineteen hundred and sixty-nine is the year most cited by the present survey when most practices were instituted whereas Parry indicated 1968. The difference

does not appear to be significant, since the numbers are small and in any case calendar not academic years were used.

TABLE 24

RESPONSES TO QUESTION 19

Which of the following channels of communication exist for feedback from minority/disadvantaged graduate students in your graduate school?

Communication Link	Number of Responses	% of all Responses
Through minority staff member	82	12.4
Through minority advisor	71	10.7
Through minority faculty members	99	15.0
Through non-minority staff member	88	13.3
Through non-minority advisor	83	12.5
Through non-minority faculty members	95	14.4
Through ombudsman	47	7.2
Through student-faculty steering committee	34	5.2
Through survey methods	26	3.9
Other methods*	36	5.4
Total	661	100.0

*

Graduate Student Association or Council	20
The Office of the Dean of Students	5
Center for Afro-American Studies	3
Through the departments	3
Black Student Association	2
Human Relations Committee	2
International House	1

Summarizing this section, it can be reported that relatively few institutions provide special services for minority/disadvantaged students, but the array of services provided by those who do is remarkably broad with particular emphasis upon those types of services appropriate to a particular

campus circumstance and its location. It does appear, however, that interest on the part of other institutions in beginning such services has been declining, particularly since 1969, although the numbers of enrolled minority/disadvantaged students have continued to increase. No particular method of communicating has been demonstrated to be superior to others.

Financial Aid

Questions 20 through 26 concern various aspects of financial aid as they relate to minority/disadvantaged graduate students. Table 25 indicates that thirty-six percent of the responding sample indicated "yes" to the question "Are there special funds allocated solely for financial aid to minority/disadvantaged students?" and 59 percent responded "no." Of those responding "yes" by far the highest percentage came from the very large institutions (64 percent). The size of the graduate program seems to be a most powerful indicator of whether or not funds are available solely for this purpose. In descending order, the large graduate programs had 33 percent responding "yes," the medium sized programs 22.4 percent, and the small programs 0 percent.

The availability of special funds is also more highly correlated with the institutions offering Ph.D.'s as the highest degree (41 percent) compared with those offering MA as the highest degree (15.4 percent). Moreover, institutions in the south and southeast were significantly lower in responding "yes" to the question (12.8 percent) compared with percentages in the 30's and 40's for the other regions. Conversely, 93.8 percent of the private MA highest institutions had no such funds.

TABLE 25

RESPONSES TO QUESTION 20

Are there special funds allocated solely for financial aid to minority/disadvantaged students?

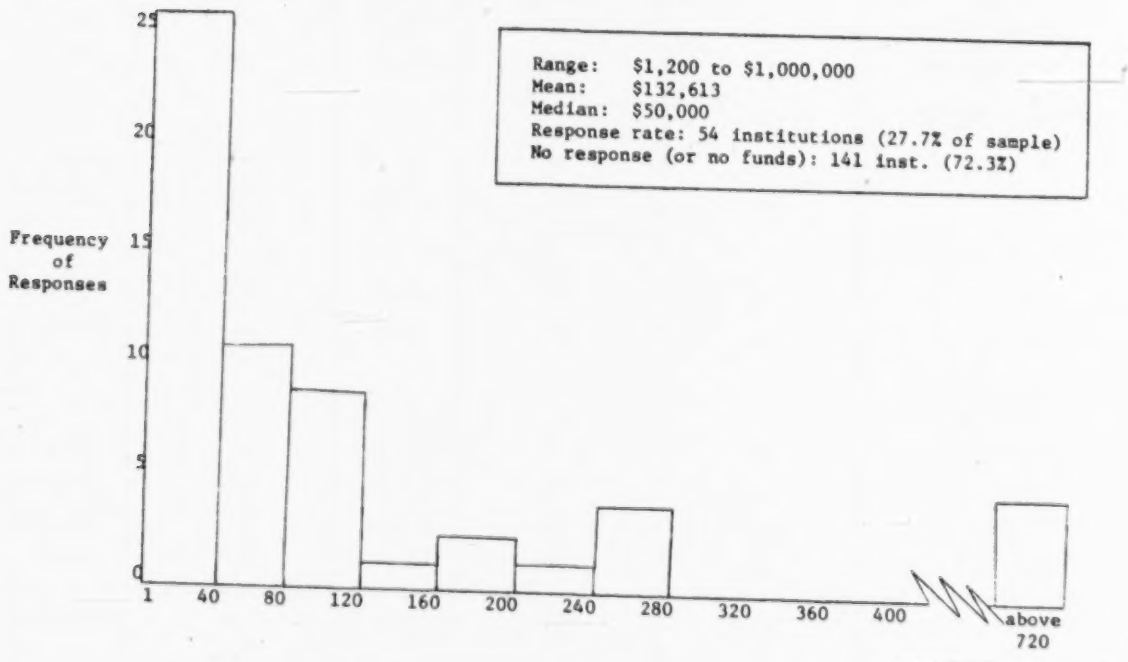
Institution Subcategory	No. of Inst. in the Sample	No. Responding "yes"	Percent "yes"	No. Responding "no"	Percent "no"	No Response
Region						
NE/MA	78	36	46.2	40	51.3	2
MW	45	15	33.3	29	64.4	1
S/SE	39	5	12.8	30	76.9	4
W/SW/NW	33	14	42.4	16	48.5	3
Graduate Program						
Small	14	0	0.0	14	100.0	0
Medium	49	11	22.4	35	71.4	3
Large	81	27	33.3	49	60.5	5
Very large	50	32	64.0	16	32.0	2
Location						
Town	53	18	34.0	32	60.4	3
City	45	20	44.4	23	51.1	2
Urban	34	11	32.4	22	64.7	1
Metropolitan	63	21	33.3	38	60.3	4
Highest Degree						
MA	39	6	15.4	32	82.1	1
Ph.D.	156	64	41.0	83	53.2	9
Type of Control						
Public	124	49	39.5	68	54.8	7
Private	71	21	29.6	47	66.2	3
Combined Degree and Control						
MA/public	23	5	21.7	17	73.9	1
MA/private	16	1	6.3	15	93.8	0
Ph.D./public	101	44	43.6	51	50.5	6
Ph.D./private	55	20	36.4	32	58.2	3
Total	195	70	35.9	115	59.0	10 (5.1%)

Fifty-four institutions responded to the question "What is the total amount of funds available for this specific purpose for 1971-72?" Figure 2 illustrates the amounts listed in these responses. The range of amounts reported varies considerably, but most tended toward the lower end of the scale of dollars available annually. Twenty-five institutions reported amounts up to $40,000 compared with 10 institutions reporting amounts above $120,000. Although the mean of the amounts reported is $132,613, the median is only $50,000, showing more clearly that the majority of institutions had small amounts of funds specifically for this purpose.

FIGURE 2

INFORMATION DERIVED FROM QUESTION 21

What is the total amount of funds available for this specific purpose (funds allocated solely for financial aid to minority/disadvantaged students) in 1971-72?



Where do these funds come from? Table 26 shows the source of the funds specifically designated for minority/disadvantaged graduate students. The largest amount (62.8 percent) comes from university operating funds listed by 41 institutions. In addition, 23 of these institutions listed operating funds as the sole source. Thirteen and seven tenths and 14.5 percent respectively of these funds come from foundation and federal sources. This table demonstrates that the often heard remark that an institution cannot make special efforts for minority and disadvantaged students without federal or foundation support is not supported by the data. Most of the institutions reporting that funds were designated for minority/disadvantaged students made these funds available out of their own operating resources, implying that the institution had made a serious commitment to these specialized groups of students.

TABLE 26

RESPONSES TO QUESTION 22

What is the approximate percentage from different sources of these special funds?

Source	Mean Percentage from Each Source	Number of Responses Identifying the Source	Number of Times the Source is Indicated as the Sole Source
University operating funds	62.8	41	23
Special fellowship funds obtained through donations or assessment of students or alumni for this purpose	4.1	7	1
Special state appropriation	4.4	5	1
Federal funds (all sources)	14.5	16	3
Foundation funds	13.7	14	3
Other sources*	.5	2	0
Total	100.0	85	31

*Dean's Contingency Fund (1)
Endowment Income

Who administers these funds? Thirty-nine institutions responded that the graduate school was in control of the disbursement of these funds, and thirteen institutions indicated their financial aid office. Eleven responded that the departments or colleges control the funds, and four indicated their minority affairs office. The bulk of these funds were, therefore, administered by the graduate school.

Table 27 was calculated from responses to the question "What percent of graduate students receive grants, loans, university-sponsored employment, or other kind of financial aid at your institution?" The mean percentage for all students receiving aid was 56.3 percent compared with 75.5 percent for minority/disadvantaged students. Moreover, 60 percent was the median percentage of all students receiving aid as compared with 88 percent for the minority/disadvantaged students. Overall, then, institutions are awarding financial aid to a higher percentage of minority students than to other graduate students. This could, of course, be a simple function of need.

TABLE 27

INFORMATION DERIVED FROM RESPONSES TO QUESTION 24

What percent of graduate students receive grants, loans, university sponsored employment, or other kind of financial aid at your institution?

Students	Number of Replies	Mean Percentage	Median Percentage	Range
All students receiving aid	72	56.3	60	7-100%
Minority/disadvantaged students receiving aid	74	75.5	88	10-100%

In order to gain some insight into this question, Table 28 lists responses to the question "To what extent is financial need considered in the awarding of financial aid to minority/disadvantaged and other students?" Although the differences between responses for all students and minority/disadvantaged students is not great, there is a tendency for need to be slightly more highly considered for minority/disadvantaged students. For example, 80 institutions or 53 percent of those responding to the question agreed with the statement "need considered to some extent but merit still the major factor" in awarding financial aid to graduate students in general. This compares with 52 institutions or 35.4 percent of those responding similarly for minority/disadvantaged students.

The responses to the question are difficult to interpret because of difference in criteria for different types of financial aid. For example, in the awarding of university fellowships and teaching assistantships, merit is more highly stressed by most institutions. In granting loans and some scholarships, need is more highly stressed. Since this confusion exists, there are some institutions that responded to the statement "need not considered at all" from the point of view of their fellowship and teaching or research assistantship positions. Those responding to the statement "need is the sole criterion" are generally referring to loan funds.

Summarizing the data on financial aid: most institutions have no special funds set aside and available only for minority/disadvantaged students, even though the percentage of such students receiving aid is generally higher than for all graduate students. Large institutions have a distinct advantage in being able to break away portions of their

TABLE 28

RESPONSES TO QUESTION 25

To what extent is financial need considered in the awarding of financial aid to minority/disadvantaged and other students?

Need vs. Merit Scale	Identified M/D Students		Regular Students	
	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses
Need not considered at all	19	12.9	37	24.7
Need considered to some extent but merit still the major factor	52	35.4	80	53.3
Need considered but not without some reference to merit	58	39.5	24	16.0
Need is the sole criterion once a minimum level of merit is met	13	8.8	7	4.7
Need is the sole criterion	5	3.4	2	1.3
Totals	147	100.0	150	100.0

operating funds for minority/disadvantaged students, though in general the amount is rather small, the median being $50,000. Federal and foundation funds account for a relatively small proportion of minority/disadvantaged financial aid.

The survey summarized by Mary Ellen Parry asked questions concerning financial aid in a way quite different from those in the present survey. However, several comparisons can be made. Parry reported that 70 institutions responded that tuition aid is available for disadvantaged students compared to 79 (Table 22) in this survey. In the Parry survey, when asked what is the source of the financial aid funds, 64 institutions responded

unspecified college and university funds, 36 institutions reported federal funds, 21 reported foundation funds, 11 department funds, and 10 graduate school funds. The present survey asked only the source of special funds for minority/disadvantaged students rather than all financial aid funds, yet the proportion of these funds from various sources reported in Table 26 is quite similar.

Evaluation

Evaluation is one aspect of an effort or program that is often mentioned as receiving inadequate attention. In an attempt to properly assess that concern, questions 27 and 28 were included in the questionnaire. Question 27 asks "Has any attempt been made to evaluate or assess the success of your graduate minority/disadvantaged student efforts?"

The responses to this question are shown in Table 29. Thirty-five percent of the responding institutions said that there was an evaluation effort, compared with 57.9 percent who said that their programs were not evaluated. In general, then, it appears that the statement that evaluation is sometimes ignored has some basis in fact, since over 50 percent of the responding institutions usually reported special activities in earlier sections of this report.

The very large institutions were most likely to have evaluation as part of their program. Those least likely to evaluate their programs were the small institutions, those located in the midwest or south and southeastern regions of the United States and particularly the institutions under private control whose highest degree offering is the MA.

TABLE 29

RESPONSES TO QUESTION 27

Has any attempt been made to evaluate or assess the success of your graduate minority/disadvantaged student efforts?

Institution Subcategory	No. of Inst. in the Sample	No. Responding "yes"	Percent "yes"	No. Responding "no"	Percent "no"	No Response
Region						
NE/MA	78	35	44.9	35	44.9	8
MW	45	10	22.2	34	75.6	1
S/SE	39	13	33.3	25	64.1	1
W/SW/NW	33	11	33.3	19	57.6	3
Graduate Program						
Small	14	3	21.4	11	78.6	0
Medium	49	12	24.5	34	69.4	3
Large	81	23	28.4	50	61.7	8
Very large	50	31	62.0	17	34.0	2
Location						
Town	53	19	35.8	32	60.4	2
City	45	20	44.4	23	51.1	2
Urban	34	7	20.6	25	73.5	2
Metropolitan	63	23	36.5	33	52.4	7
Highest Degree						
MA	39	7	17.9	29	74.4	3
Ph.D.	156	62	39.7	84	53.8	10
Type of Control						
Public	124	47	37.9	70	56.5	7
Private	71	22	31.0	43	60.6	6
Combined Degree and Control						
MA/public	23	5	21.7	16	69.6	2
MA/private	16	2	12.5	13	81.3	1
Ph.D./public	101	42	41.6	54	53.5	5
Ph.D./private	55	20	36.4	30	54.5	5
Total	195	69	35.4	113	57.9	13 (6.7%)

Table 30 illustrates the response to the question "What kinds of criteria for evaluation are appropriate, which are now used, and which should be given greater attention at your institution?" The most often used criteria (69 institutions or 34.5 percent of the responding institutions) cited the increase in the number of the minority/disadvantaged students admitted. Sixty-six institutions cited the "increase in the number of minority/disadvantaged enrolled" and 63 institutions checked "increase in the number of minority/disadvantaged applicants." This grouping of often-used criteria were followed by another grouping of 36 to 55 institutions which responded that they also use the criteria, increase in number of minority/disadvantaged students retained in the programs, number graduated, number receiving degrees in relation to the number admitted, and the percent of minority/disadvantaged students in relation to the total graduate enrollment.

When confronted with other less used criteria, a number of institutions agreed that some were appropriate: ninety institutions checked "number dropped from the program," and 92 checked "placement after graduation." Eighty-five institutions checked "number who voluntarily withdrew from the program" as an appropriate criterion as well as 83 who agreed with the statement that "minority/disadvantaged students' satisfaction with graduate experience" was appropriate. A number of respondents checked all of the listed criteria.

What is shown by this table is that while over 60 institutions do use the number of applicants, those admitted, and those enrolled as the criteria for success in their programs, over 90 respondents agreed that other possible alternate criteria for evaluation are appropriate to use and should be given greater attention. Part of the reason for including this extended list of criteria was to bring as many as possible to the graduate dean's attention.

TABLE 30

RESPONSES TO QUESTION 28

Listed below are a number of bases on which minority/disadvantaged graduate student activities might be evaluated. Please place a check in the spaces provided to indicate that the criterion (1) is appropriate to use, (2) is now used, and (3) should be given greater attention at your institution. (N=195)

	(1) Appropriate to Use		(2) Now Used		(3) Should be Given Greater Attention	
Criterion for Evaluation	No. of Times Checked	% of N	No. of Times Checked	% of N	No. of Times Checked	% of N
Increase in number of minority/ disadvantaged applicants	84	43.1	63	32.3	43	22.1
Increase in number of minority/ disadvantaged admitted	84	43.1	69	35.4	42	21.5
Increase in number of minority/ disadvantaged enrolled	84	43.1	66	33.8	44	22.6
Increase in number of minority/ disadvantaged retained in programs	89	45.6	48	24.6	52	26.7
Number of minority/disadvantaged graduated	94	48.2	55	28.2	43	22.1
Number receiving degree in relation to number admitted	91	46.7	36	18.5	48	24.6
Percentage of minority/ disadvantaged in relation to total graduate enrollment	83	42.6	43	22.1	41	21.0
Percentage of minority/ disadvantaged in each department	70	35.9	29	14.9	39	20.0
Minority/disadvantaged student satisfaction with graduate experience	83	42.6	34	17.4	54	27.7
Placement after graduation	92	47.2	36	18.5	39	20.0
Number dropped from the program	90	46.1	39	20.0	46	23.6
Number who voluntarily withdrew from the program	85	43.6	36	18.5	38	19.5
Other *	6	3.1	6	3.1	0	0.0

*"Success in recruiting better students"
"Analysis of reasons for dropouts"
"Follow-up on satisfaction with preparation after placement"
"Community evaluation"
"Sponsor evaluation"
"Career opportunities in fields for which we prepare students"

The Parry questionnaire asked "Have you any estimate of the success of the procedures you have for disadvantaged students, with respect to student achievement?" Four institutions indicated that their procedures were estimated to be excellent, 37 indicated good, satisfactory or encouraging, and five reported moderate or less than average success. A great majority of institutions in that survey (92) either didn't respond to the question or indicated that they didn't know whether or not their procedures were successful. From these replies it does appear that more institutions are sensitive to evaluation in 1972 than were a similar sample in 1969.

In answer to the question "Have you any estimate of the success of your procedures with respect to attrition?" in the Parry questionnaire, 25 institutions responded that there was very low attrition, but the great majority (99) didn't respond or didn't know.

Future Plans

The committee members who developed the questionnaire felt that some indication of plans for the future would be useful. Thus, the question "What are the plans for your graduate school with regard to your minority/disadvantaged graduate student activities?", the answers to which are shown in Table 31. Seventy-four institutions or 37.9 percent of those responding agreed with the answer "continue them as they presently exist but at an expanded level." Sixty-four institutions (32.8 percent) agreed with "continue them as they presently exist at about the same level." Twenty-two institutions (11.3 percent) stated that they were going to make "significant changes in the activities and continue." No institutions indicated that they plan to reduce or eliminate the activities.

TABLE 31

RESPONSES TO QUESTION 31

What are the plans of your graduate school with regard to your minority/disadvantaged graduate student activities? (N=195)

Plans	Number of Responses	Percent of Usable Sample
Continue them as they presently exist but at an expanded level	74	37.9
Continue them as they presently exist at about the same level	64	32.8
Continue them as they presently exist but at a reduced level	0	0.0
Make significant changes in the activities and continue	22	11.3
Abandon the activities altogether	0	0.0
Total	160	82.0

These responses seem to be encouraging. However, when asked to indicate what changes the respondent institutions anticipate making in their activities if they are to be continued, the great majority of institutions failed to respond at all. Those that did respond made statements such as "better identification of minority students," "provide greater assistance in additional remedial services," establish a "reasonable progress toward a degree as a criterion for a good program," "increase the quality and quantity of counseling and advising of minority and disadvantaged students," and finally, "we hope to urge departments into committing more money and effort on minority/disadvantaged students." One goal which was cited several times was to increase the number of minority students studying in subject matter areas other than education and social sciences.

Reported Program Strengths

Questions 29 and 30 on the survey were open-ended, asking for indications of the major strengths and weaknesses of the institution's present activities and programs for minority/disadvantaged graduate students. Particularly successful features or negative feelings about the programs, expressed by students, faculty, or administrators were mentioned in the questions as suggested responses.

There are three categories of responses that tended to characterize the remarks under the question concerning program strength: the first and most often cited was the availability of special funds for financial aid to minority/disadvantaged graduate students. Many separate programs were cited individually. Examples include Woodrow Wilson Foundation funds, Martin Luther King Fellowship Programs, Thurgood Marshall Program Fellowships, and other such special funds. Respondents often stated that funds, when available, were rarely misspent since the graduate students receiving them were by and large proving successful in their studies.

The second response category under major strengths had to do with general satisfaction with the social atmosphere of a special program for minority or disadvantaged students, with its recruiting, admission and graduation record of achievement, or with the overall spirit of cooperative effort that seemed to be generated by a special program of this kind. Some specific quotations may illustrate: "Good relations [obtain] between the dean and the coordinator of black studies"; "black students and the institution's faculty have a good and mutually supportive relationship"; "There is much personal interest in the individuals in our program"; "Our greater latitude in admissions has

brought to the campus individuals whose backgrounds and interests have made our campus richer and more meaningful"; and "There is much cooperation between the presently enrolled students and our faculty in their common effort to recruit additional [student] peers for them."

The third response category dealt with the fact that marginal or submarginal candidates who gained admission to the program were found, after an initial period of adjustment and in some cases remedial work, to satisfactorily proceed toward degrees and to obtain them on a percentage basis similar to that of other graduate students. Several comments were supportive of the notion of open admissions, since the challenge seemed to be successfully met by students with adequate backgrounds who had successfully completed an undergraduate course of study, even though their admissions credentials were not as high as those of other enrolled graduate students. Two responses told of programs where less qualified minority/disadvantaged applicants were brought into the graduate program and placed under the aegis of a graduate council on minority student affairs rather than under the department. Those students were then carefully counseled, given supportive remedial work if necessary, and in the main had successfully entered the regular graduate program and competed satisfactorily with other graduate students. In both cases the respondents noted that the concept of open admissions at the graduate level is a viable one only if the institution is willing to meet the students on their own terms and help them to achieve individual success.

Many of the responses to the question on strengths explicitly referred to "commitment" as a first premise for success. One respondent pointed out the clash between those with commitment and those without:

> The major strength of the program is the commitment of the [administrators responsible for graduate programs] to continue intensified recruitment of minority students as exemplified by their declared willingness to reward or to punish, to put the matter bluntly, departments which do not make decent efforts in that direction. Only by the continuous pressure from those responsible for the allocation of funds and positions can the policy of intensified continuous recruitment be implemented.

Reported Program Weaknesses

Responses to the question concerning weaknesses tended to fall into four categories. The most frequent weakness cited was the lack of coordination and centralized control over the many aspects of an institution's efforts to recruit, admit, train, and credential minority/disadvantaged graduate students. Within this general category several institutions cited the problem of identifying minority students or the failure of departments to make adequate efforts to find qualified minority students to recruit. A second group concerned the reluctance to recruit such students, once found, since many were not as highly qualified as other students for graduate study and would require more effort and attention by faculty in order to progress satisfactorily. A third stressed the "immovability" of individuals making admissions decisions to make adequate allowances for particular students whose records were weak or who had a disadvantaged background. The fourth concerned the inadequacy of proper counseling for minority or disadvantaged students, the lack of remedial courses or major programs of interest to such students, the lack of centralization of authority over programs of this kind, the fact that most departments appeared inactive or seemed to have little concern with minority students, and, finally, the fact that the majority of an institution's efforts were concentrated at the undergraduate level.

The second area of weakness most often cited was the lack of adequate funding to support recruitment and financial aid for minority and disadvantaged students at the graduate level. This response was not cited as often as one would expect, however, and the fact that most financial aid comes out of operating funds, as seen earlier, leads one to believe that financial aid, while important, is not the most essential factor in the efforts to enroll and graduate minority/disadvantaged graduate students.

A third set of replies centered on the difficulty of counseling minority/disadvantaged students or getting them to apply to programs other than education and the social sciences. Particularly inadequate were the efforts to counsel such students into science and engineering fields. Commenting upon the possible reasons for this, one respondent said "The recruitment of minority students in the sciences suffers from the reluctance of minority students to enter those fields early enough to be admissible on the graduate level; this process has to start on the high school level."

The fourth area of weakness cited concerns the resentment that is sometimes expressed by individuals because of an implied double standard in admissions or the reversed discrimination that appears to take place in institutions that have affirmative action programs. There is generally a mixed reaction by faculty and administrators to exceptional efforts of this kind. One respondent bluntly stated that "The problem is the pressure from outside interests to lower standards." Another said "The major weakness is the reluctance of faculty to admit graduate students of less than the very highest academic ability; the clash between academic standards on the one hand and the complex problems related to minority student recruitment on the other is a painful one for most academics, even the liberals."

It can be observed from the preceding categories that particularly successful aspects of a program reported by one institution are often the mirror image of another institution's expressed weaknesses. The obvious conclusion one could make is that the same issues are always present when an institution begins a drive to increase minority enrollment; some institutions deal with the issues more successfully than others. Their success deserves a more careful investigation than a simple questionnaire survey can provide.

The one issue which has not been solved to any respondent's satisfaction is the apparent unevenness of spread of minority/disadvantaged graduate students among the fields offered at the graduate level. While it is true that most minority students (except Oriental Americans) tend to congregate in education and the social sciences, the national enrollment figures given in Table 7 show that this clumping is not as serious as many respondents imagine. Thirty-seven percent of all graduate students are in education, for example, compared to a minority student rate in the mid-forty percent range. In the biological sciences and humanities, on the other hand, the minority student enrollment rate is quite similar to the national rate. The problem cannot be dismissed, but the available evidence indicates that minority enrollment patterns are not alarmingly disproportionate.

Comments

The final two items on the survey were "What implications do changes occurring in graduate education nationally, including financial cuts, have for your activities with regard to minority/disadvantaged graduate students?" and "Please use the remaining space to offer any further comments or suggestions you may have on minority/disadvantaged programs

or activities." Responses to these items were generally few in number and often of a summary nature restating responses made earlier in the survey. In the first instance, respondents who earlier had indicated some reliance upon outside funding expressed concern that continuing such activities would be difficult without outside support. Those institutions that were either doing little or relying entirely upon their own operational funds stated that changes nationally would be little felt or have no effect upon their programs and activities. One respondent, however, observed that the national mood had changed, and an active concern with affirmative action for minority students would be difficult to maintain since other priorities, particularly the increase in enrollment of women in graduate education, may be the more keenly felt pressure in the next years.

Three types of statements tended to predominate. The first had to do with the administrative difficulties and approaches that hindered an institution's efforts to promote an affirmative action program. The second included several statements vigorously supporting the position that no discrimination or difference should be attached to the type of candidate applying for admission, and that deliberately providing special admissions criteria or services was deleterious to graduate education. The third type of reply tended to apologize for a lack of greater visible effort with regard to minority and disadvantaged students.

Some quotations may be helpful to illustrate the replies in these categories:

> Ways must be found to insure against the inadvertent neglect of the 'average to good' minority student, those who aren't good enough to receive the nice minority student fellowships, but who also don't hit the 'disadvantaged' category.

A second response said:

> Based on our experiences, the staff time required by minority/disadvantaged students for counseling and advising is twice to four times that required for regular students. Therefore, no institution should become involved unless the staff is willing to spend the additional time required to help the students in the many ways they need help. Also, a minority staff member is mandatory if a program is to succeed. He or she can keep the non-minority staff from bending the rules too far and can keep the minority/disadvantaged graduate students 'honest' in their requests. The non-minority staff is essential, also, to keep the minority staff from becoming too hard on the minority students. Both staff members should work with all kinds of students.

Two statements tended to point out the critical political problem in implementing affirmative action programs:

> It is very important for the department chairman and the department executive committee to 'push' minority recruitment, support, advising, placement, etc. Inadequate levels of department initiative and vigor in minority matters is the <u>biggest</u> stumbling block in institutions where primary power is in the faculty.

* * *

> The crux of the matter is the willingness of those responsible for the implementation of affirmative action programs to carry them through by whatever power they possess. The personal consequences are not pleasant; it is impossible to satisfy either side; on the one hand you are accused of destroying quality and standards, and, on the other, you are accused of being insincere. Nevertheless, there are no third or fourth alternatives: either the universities will increase minority enrollment in their way or, it will be done to them in ways scarcely to their liking.

On the other side of the question, two respondents defended maintenance of a single standard for all students in the following ways:

> Graduate schools should not admit students to the degree programs who in the judgment of their faculty administrators do not have reasonable chances of succeeding in them; and to lower admission and course requirements to institute watered down graduate degree programs will only serve to create special 'Black,' 'Oriental,' or 'Indian' degrees that soon will be known, throughout the

> professions, for exactly what they are. If minority students are going to compete in our society with majority students, they must meet the quality standards of the majority culture.
>
> * * *
>
> It seems to me that the best policy of publicly supported institutions on the graduate level will continue to administer graduate programs for the equal benefit of all persons seeking graduate education whose goals are research, teaching, and service within the professions. Faculty members and administrators may err in their judgments but the standards they should seek should be one of non-discrimination rather than the institution of deliberately discriminatory measures.

Two institutions which listed few activities on the questionnaire made these statements:

> Although we are doing practically nothing but would like to do more, we are reluctant to adopt a double standard of establishing quotas with lower admission standards for minority/disadvantaged students; and we are reluctant to include remedial education as part of graduate education. Instead, we exert whatever influence we can in support of individualized attention at the undergraduate level and, if necessary, removing deficiencies prior to admission to graduate study.
>
> * * *
>
> This university was one of the first in the nation to completely integrate; we did so in the middle 1940's. Because of our urban setting in a large city which is approaching being half black, we have found very little necessity to create special situations, avenues, regulations, etc., for black students other than to be aware of and to account for their difficulties in obtaining good elementary, secondary, and in some cases undergraduate training. Obviously, then, the predominate numbers of blacks are concentrated in the fields of education, urban affairs, sociology, and most recently in psychology.

In sum, then, the responses at the end of the questionnaire revealed that those institutions that did have practices in favor of minority/disadvantaged students plan to continue them and if possible increase their effectiveness. Those that are doing little or nothing tend to have reasons sufficient to them for continuing to do the same. And those that rely on outside financial support in such programs will probably find their activities difficult to sustain in the years ahead. An issue which continues to trouble graduate schools is whether or not to install an affirmative action program that places exceptional emphasis on recruitment, reduces admissions criteria in favor of certain students,

supports remedial and counseling efforts, and provides special financial aid.

THE MOST EFFECTIVE PROGRAMS

The use of the phrase "most effective programs" is a convenient way of labeling the impressions gained from a careful reading of the 25 institutional responses that described what appeared to be relatively clear and coherent programs for minority/disadvantaged graduate students. These institutions are not named but are located in all four regions of the country, and tend to be the larger institutions with comprehensive graduate programs. Although most effective programs are not concentrated in either city or country settings, those located in the city tend to have substantial services for enrolled graduate students, including minority students, and provide financial aid for them as the primary considerations. Those located in smaller towns or rural settings place greater emphasis on recruitment and on providing special programs likely to attract minority students to their campuses. Beyond these observations, other characteristics appear less significant.

The following characteristics are typical of the most effective institutions:

1. Most have articulated policies with regard to minority/disadvantaged student enrollment. These policies may be of a formal or informal nature. The important issue is whether or not the type of policy is simply to assure equal treatment and nondiscrimination to all or whether it goes further and includes compensatory or affirmative action. In the case of the most effective programs, the latter is a fairly essential ingredient before exceptional effort can take place.

2. Once a policy has been adopted, recruiting, special admission, and student services must be actively coordinated above the department level. Strong central authority must lie with the dean of the graduate school, or some other coordinating and policy-making person or committee at a high level within the university structure. Administrative ties must be clearly established between the coordinator and the departments, the financial aid office, the dean of student's office, the university senate, and students. Without the authority, and the channels of communication, efforts are fragmented, sporadic, and often conflicting.

3. Recruiting must be a cooperative effort between the graduate school and the departments. The graduate school in many cases provides the funds for a recruiter to visit campuses, particularly those institutions in the south and in urban areas where undergraduate minority/disadvantaged students may be found in adequate numbers. Departments, on the other hand, must provide faculty and in some cases students to visit these schools, and a certain enthusiasm for affirmative action. Two particularly active institutions have the following arrangement: a single member of each graduate department's admissions committee is designated the official liaison with the graduate school for minority applicants. He or she recommends individual minority students for admission and financial aid, and keeps track of admissions decisions and minority enrollment in that department. It is largely his responsibility to maintain interest on the part of the departmental faculty in these efforts, and to report progress periodically to the graduate dean.

4. A good recruiting effort includes an accepted definition of the type of student sought and the geographical region on which to focus effort. The student identification process should not be passive. Either a specific question should be attached to the application form to alert admissions committees to the ethnic or minority group membership of the applicants, or a network should be devised whereby such students are clearly identified by recommendations, interviews, locater services, or other means. An "after the fact" identification procedure is ineffectual to a good recruiting and affirmative action program.

5. An effective program provides special arrangements for the admission of students with marginal or submarginal credentials. Clearly, it is the wish of all graduate faculty and administrators that all students entering graduate programs be fully qualified to do effective work toward graduate degrees. However, in the case of an affirmative action program, a sufficient number of qualified applicants may not be available. Special admissions criteria may be necessary for a period of time to increase the numbers of such students enrolled, ultimately to achieve a self-sustaining cycle without special admissions provisions. These admissions criteria need not be specifically lower, but may be characterized by one or both of the following:

   a. A probationary period of graduate enrollment until either deficiencies are overcome or remedial courses bring the student up to a level equal to those enrolling directly.

b. The waiving or modifying of standard test scores, since these instruments admittedly do not measure interest, motivation, or individual initiative. These qualities may in the long run be more essential to success in graduate studies than measured aptitude. Individual test scores must be used as only one indication of potential, and viewed in conjunction with an undergraduate record, recommendations by those who know the applicant, work experience and performance, and other available criteria. It does not appear that a special minority affairs office or decision point other than that normally used by the university is an effective mechanism for admitting minority/disadvantaged graduate students.

6. Under the coordinating purview of a single administrator or committee, services to enrolled graduate students must be provided in those areas where minority/disadvantaged students need particular attention. These services will, of course vary from institution to institution depending upon particular circumstances. However, it can be inferred from the survey that the following services are particularly important for minority/disadvantaged students:

   a. Institutions must help minority/disadvantaged students find housing that provides supportive influences, especially from peers of their own background or with others from their own department who will be colleagues throughout graduate school.

   b. Adequate financial support for tuition, room and board and other allowances must be part of the program. This may be

handled either through the university's financial aid program or, in the case of a program of affirmative action, through the use of special funds set aside particularly for this purpose and administered by a person sensitive to the needs of minority students. In some cases, financial allowances above the standard stipend may be necessary.

c. A series of academic arrangements suitable for the special needs of marginal students must be a part of any effective service program. This might include summer programs to remove academic deficiencies, reduced course loads, the privilege of repeating courses, special tutoring, or other remedial work in order to bring students to a point where they can compete successfully with majority students.

d. Opportunities must be open for teaching and research assistantships on a par with other students.

e. Particular counseling and advising that includes both minority and nonminority advisors must be available.

f. The student employment office should be sensitive to the needs of minority students, and provide opportunities for minority/disadvantaged students to obtain part-time jobs, post-degree employment, and other services.

g. Particular academic programs emphasizing the cultural and intellectual heritage of the minority/disadvantaged students should be available.

h. An ethnic or cultural center where students of a like background may congregate is as useful to graduate students as to undergraduates.

i. A clearly defined and effectively operating means of communication between minority/disadvantaged students and those in authority is part of a successful program. A combination of four or five ways of communicating must be continually available so that frustrations may be communicated and resolved.

7. An effective program for minority/disadvantaged students includes provision for continuous evaluation. Evaluation includes more than compiling statistics on numbers and percentage of increased enrollment of minority/disadvantaged students. It includes the monitoring of processes provided for enrolled students and the degree of success in obtaining post-degree employment for these students. Without an overall coordinator to make periodic reports to the community on the total program, evaluation may be erratic and omit some important aspects of the program. For example, attitudes as well as numbers are important. If feeling is running high on a campus concerning ethnic and minority group students, evaluation should include the effectiveness with which the administration and faculty deal with these divergent feelings.

In sum, the most effective programs are those undertaken with consensus of the entire academic community, which have priority among the various activities of the institution, strong leadership, adequate funding, and which are responsive to the highest aspirations of the individuals involved.

CONCLUSION

To reiterate, the Council of Graduate Schools and the Graduate Record Examinations Board sponsored this survey for four purposes:

1. To provide a current detailed description of the status of special programs or activities for minority and/or disadvantaged students by total group and by several subcategories of institutions.
2. To gain insight into the administration of such programs, the costs involved, the level at which effective action can best take place (the program, department, or school level), and the extent to which such programs have been effective.
3. To identify plans for further activity in this area.
4. To identify particular distinctive programs for possible further exploration, as models for other institutions to emulate, or as a basis for CGS guideline development.

The survey has shown that at least between 80 and 110 of the institutions which comprise the membership of the Council of Graduate Schools have specifically designed policies or procedures aimed at meeting the needs of minority/disadvantaged students at the graduate level. This represents approximately one-third of the total CGS universe, and over 60 percent of the usable sample.

Most activities in favor of minority/disadvantaged students have first taken place at the undergraduate level at these institutions; only in the last several years have specific activities and procedures been developed for graduate students. Moreover, these activities have been undertaken at a differential rate as one subdivides the total CGS

population into categories by type of control, highest degree offered, region of the United States, size of the city in which located, and size of graduate school.

A number of expected outcomes have been confirmed. For example, the number of enrolled minority students at the graduate level has continued to increase in the four years since the Arlt survey. Minority students have tended to enroll primarily in education and social sciences at the graduate level but not at the rate often assumed. Fields that require extensive pregraduate technical training such as engineering and the physical sciences do not, in general, attract minority students with the exception of Oriental Americans. A number of departments, particularly those in the very large institutions and those in the New England and Middle Atlantic areas, are making individual efforts to attract minority students into their programs. However, on most campuses there is little overall coordination among the efforts of the departments and those sponsored by the dean of graduate studies or the graduate admissions office.

A number of institutions do have a formal or informal policy with regard to the enrollment and education of minority/disadvantaged students. The majority of these policies prohibit discrimination for or against them. In a few institutions, affirmative action programs similar to those undertaken at the undergraduate level at some institutions have been adopted. Most such programs are of recent origin, many following the assassination of Martin Luther King.

Not surprisingly, continuous evaluation of an institution's efforts for minority/disadvantaged students has been generally lacking or at most based on only the simplest criteria. Little attention is given to a student's overall success from the time he is recruited through the

education process and on to his post-degree employment.

On the other hand, several surprises were encountered in this survey. The existing enrollment percentage of minority/disadvantaged students at 12 percent of the sample institutions is higher than might have been expected even though the overall national rate as determined by this survey seems to substantiate figures presented by the U.S. Office of Education. A few institutions, particularly those in urban centers, have a high rate of minority enrollment.

Second, the size of an institution's graduate program and its location on a rural to urban continuum are powerful determinants of its ability to respond to pressures for increases in minority/disadvantaged student enrollment at the graduate level. Size has the function of increasing an institution's ability to finance such students; location tends to determine what kinds of activities are undertaken.

Third, the key to success in enrolling minority/disadvantaged students appears to be in the degree of commitment to do so rather than in deemphasis upon standardized testing or other admissions criteria. A number of institutions already relax to some extent a strict interpretation of test scores and other admissions requirements for specialized groups of applicants.

Fourth, to a greater extent than expected, funds for the support of minority and disadvantaged students have been provided by a number of institutions out of their own general operating budget rather than from federal or foundation sources. The extent to which this is true tends to diminish the argument that nothing or little can be done for these students without outside support.

Fifth, while a number of institutions (between 80 and 110) have made demonstrable efforts to recruit and enroll minority students, only half

of these have developed academic programs specifically designed for the interests of these students. Institutions have by and large been unable to successfully recruit minority students into fields other than the social sciences and education.

Finally, it is clear that for almost all institutions the students who are recruited into their special programs are identified as "minority" students rather than "disadvantaged." While it is well known that not all minority students are disadvantaged, for the purposes of institutional policy and efforts, a minority designation is operationally the most significant descriptor.

REFERENCES

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APPENDIX A

SURVEY ON GRADUATE SCHOOL ACTIVITIES FOR
MINORITY/DISADVANTAGED STUDENTS

The Council of Graduate Schools in the United States and the Graduate Record Examinations Board recognize the importance of providing clear, up-to-date information regarding efforts on the part of graduate schools to attract and educate minority and/or disadvantaged students in their academic degree programs. The importance of equal access for qualified students is a principle which is widely held in graduate institutions.

Toward this end the Council of Graduate Schools and the Graduate Record Examinations Board conducted a preliminary survey of such programs in 1969 with the help of the Educational Testing Service. The results of that survey have been reported, and indicate that a number of activities were undertaken or planned at that time.[1]

To build upon this basic information and clarify the magnitude of the current activities in this area, the two organizations have once again cooperated. A joint Committee on Minority/Disadvantaged Student Programs advised ETS in the development of this survey questionnaire. A report will be published based upon information collected, and distributed to all Council of Graduate Schools' member institutions.

In reporting the results of this investigation, the information supplied will not be identified with a particular institution without permission and will be held confidential.

GENERAL INSTRUCTIONS

The questionnaire is designed to illuminate in detail the efforts on the part of graduate schools to encourage enrollment of qualified minority/disadvantaged students and accommodate their needs while in graduate degree programs. For this reason it is appropriate for the respondent to be the graduate school dean, or his equivalent, and those whom he designates for specific sections.

We ask that the graduate school dean take the primary responsibility for seeing that the questionnaire is completed and returned in the envelope provided on or before May 15, 1972. Questions concerning the survey may be directed to Mr. Hamilton at the Educational Testing Service, (609) 921-9000, extension 2911.

The questionnaire is divided into seven sections dealing with differing aspects of the general topic which may be part of an institution's efforts in this area. These sections include:

(1) Institutional and Enrollment Data (#1-3)

(2) Policies (#4-5)

(3) Recruiting (#6-10)

(4) Admissions (#11-12)

(5) Arrangements for Enrolled Students (#13-19)

(6) Financial Aid (#20-26)

(7) Evaluation (#27-34)

Few, if any, institutions will have extensive activities in all areas.

[1] A summary of a report by Mary Ellen Parry, Programs for Disadvantaged Students in Graduate Schools, January 1970, is available upon request from the GRE Program, Educational Testing Service, Princeton, New Jersey 08540.

The survey is directed toward activities in schools, colleges, and programs offering graduate academic degrees. This may include graduate programs in business, engineering, education, and the various colleges of arts and humanities; and social, physical, and biological sciences. If such programs exist at your institution, we would like to have data concerning them included, particularly in question 2. However, if the return of the completed questionnaire will be seriously delayed because of the inclusion of data about schools, colleges, or divisions not under the administrative authority of the graduate dean, please omit the information.

STANDARD DEFINITIONS

Degrees - The area of concern of this instrument is limited to students pursuing graduate masters' and doctors' degrees in academic fields. Do not include M.D., J.D., D.D.S., or other professional degree students. If, for example, data exists in the School of Education that can be divided between candidates for the Ed.D. and the Ph.D. degree, please include only the Ph.D. students. On the other hand, if no such division is possible, we would rather have programs in education included in the survey, than omitted.

Department - For our purpose a department is defined as any administrative unit which is responsible for programs of study leading to the awarding of graduate degrees. It may be that several different degrees are awarded by one department, e.g., the Psychology Department might offer Ph.D. degrees in clinical, industrial, and experimental psychology, but would be considered one department unless each were under a separate administrative unit. On the other hand, when interdepartmental or interdisciplinary degrees are involved they should be counted as one department.

Graduate Students - That group of enrolled students, either full- or part-time, who are in degree programs leading to academic masters' or doctors' degrees. All such students considered as registered in the graduate school should be included.

Minority/Disadvantaged - The term minority/disadvantaged was chosen to allow flexibility in the responses from graduate schools. Some graduate schools make special efforts on behalf of particular ethnic minority group candidates. Other schools do not identify particular minorities, but do make recruiting and other efforts to accommodate any minority group member. Still other graduate schools focus their attention and efforts toward a particularly disadvantaged subset (academically disadvantaged, economically disadvantaged, or both) of all minority group students. Graduate schools are therefore asked to define for themselves the populations referred to by the descriptive term minority/disadvantaged, and list those groups in question 6c. The remainder of the questionnaire then refers to the identified groups.

NOTE: PLEASE RETURN COMPLETED QUESTIONNAIRE ON OR BEFORE MAY 15, 1972, TO:

EDUCATIONAL TESTING SERVICE
GRADUATE RECORD EXAMINATIONS BOARD
P.O. BOX 955
PRINCETON, NEW JERSEY 08540

For ETS use
(1-4)
(5-9)

CGS-GRE BOARD SURVEY ON PROGRAMS FOR
MINORITY/DISADVANTAGED GRADUATE STUDENTS

Institution _____ Location _____

I. Institutional and Enrollment Data

1. Total the number of departments at your institution which offer academic programs leading to graduate degrees.

Total: _____

2. Check the schools or colleges which exist at your institution, and enter the total enrollment of each academic school or college in the spaces provided. Enter the numbers of ethnic minority graduate students, both full- and part-time, enrolled in academic masters' and doctors' degree programs offered by the colleges and schools checked. Total by columns and rows. Use enrollment data from the autumn term, 1971. Include in these figures students in Social Work and Medical Programs leading to masters' or doctors' degrees. Subsume Social Work under Social Sciences, and Medical Programs under Biological Sciences. Do not include M.D., J.D., D.D.S., or other professional degree students. (Please provide whatever information is available; estimate where necessary. Total figures are more important than detailing by college, but provide whatever detail is possible.)

Enrollment in Graduate Degree Programs
Autumn, 1971

	School or college at your institution	Exists at your institution (check if yes)	Total graduate students enrolled	Number of Minority Students Enrolled in Graduate Degree Programs in Autumn 1971 (1) Black/Afro-Americans	(2) Native American (American Indians)	(3) Spanish-American (Chicano or Puerto Rican)	(4) Oriental Americans	(5) Other (Specify) _____	(6) Sum of 1-5
(a)	Business								
(b)	Education								
(c)	Engineering								
(d)	Humanities								
(e)	Social Sciences								
(f)	Biological Sciences								
(g)	Physical Sciences								
(h)	Sum of a-g	////							

(10-11)

Note: Figure in cell h6 should be the sum of row h and agree with the sum of column 6.

3. Estimate your total minority enrollment in the academic year 1967-68 _____ (12-14)
(This estimate should be comparable to the total figure listed in cell h6 above.)

2

II. Policies

4. Does the graduate school have a policy with regard to the enrollment and education of minority/disadvantaged students? (check one) yes____ no ____ (15)

If yes, please answer a-c. If no, go on to question 5.

a) Please summarize the policy briefly.

b) Is there a specific person in the graduate school assigned to implement the policy? yes____ no ____

c) If yes, is that person a member of a minority group? yes____ no ____

5. Please indicate the number of graduate departments which have made special efforts regarding minority/disadvantaged enrollment or education _____ (16-18)

III. Recruiting

6. Is a special effort made to recruit minority/disadvantaged graduate students at the graduate school level? (check one) yes____ no ____ (19)

a) Please summarize your graduate school's activities or goals in this area.

If the answer to question 6 is no, please go to question 9; if yes, please complete b-d and continue.

b) What is the graduate school's goal in terms of percent of minority/disadvantaged enrollment sought? _____%

(If an explanation of this answer seems appropriate, please explain:)

c) Is the special recruiting effort directed to specific minority/disadvantaged groups? (check one) yes____ no ____

d) If yes, which ones?

7. How do you identify minority/disadvantaged students in your recruiting and admission procedures? (check all that apply)

____a) Direct question on the application form

____b) Indirect question on the application form. (Example: "If you would like to have your application reviewed by a committee on admissions of minority students, please check: yes____")

____c) Picture attached to application

(question continued on next page)

_____d) Interview

_____e) Recommendations

_____f) Other (please explain)_____

_____

8. If your graduate school has a minority/disadvantaged student recruiting program, is it under the direction of: (check one)

_____a) A minority person

_____b) A non-minority person

_____c) A committee with a minority chairman

_____d) A committee with a non-minority chairman

_____e) Not under any specific direction

_____f) Other (specify)_____

9. Which of the following are utilized in minority/disadvantaged student recruitment? (check those that apply for departments, graduate school, or both)

Method	Graduate School	One or more Departments
a) Mailings to identified lists of minority/disadvantaged students	_____	_____
b) Mailings to predominantly Black colleges	_____	_____
c) Visits to predominantly Black colleges by Black graduate school representatives	_____	_____
d) Visits to predominantly Black colleges by non-Black graduate school representatives	_____	_____
e) Visits to largely integrated colleges by minority graduate school representatives	_____	_____
f) Visits to largely integrated colleges by non-minority graduate school representatives	_____	_____
g) Use of non-staff recruiters near students' colleges	_____	_____
h) Through contacts with faculty at other institutions	_____	_____
i) Through representatives of the colleges which approach the graduate school or department	_____	_____
j) Local educational or industrial counselor	_____	_____
k) Other (please specify)_____		
_____		
_____	_____	_____

10. Where is the focus of your minority/disadvantaged student recruitment efforts directed? (check all that apply)

_____a) Local

_____b) State

_____c) National

_____d) Regional

e) If regional, specify which region(s):_____

IV. Admissions

11. Does the graduate school give special attention to minority/disadvantaged graduate student applications in the admissions procedure at the graduate level? (check one)

yes_____

no _____ (20)

a) Do one or more departments give special attention to minority/disadvantaged graduate student applications in the admissions procedures? (check one)

yes_____

no _____ (21)

If yes to 11 or 11a, please complete b and continue. If no to both 11 and 11a, go to question 13.

b) Below are requirements that are often used by graduate schools and departments in the graduate admission procedures. In column (1) check all the requirements used by your graduate school and column (3) if required by one or more departments. Check columns (2) and (4) if the requirements may be waived or modified for minority/disadvantaged students in a manner beyond that usually provided for regular students. (For example, your graduate school may have a specific disadvantaged minority student program in which many of the normal admission requirements are modified on an experimental basis for the identified group. In this case, columns [2] and [4] would be checked.)

	Graduate School Procedures		One or more departments Procedures	
	(1) Normally required	(2) Requirement may be waived or modified for minority/disadvantaged students	(3) Normally required	(4) Requirement may be waived or modified for minority/disadvantaged students
Bachelor's degree	___	___	___	___
Official undergraduate transcript	___	___	___	___
Minimum undergraduate GPA	___	___	___	___
GRE Aptitude Test results	___	___	___	___
Minimum GRE Aptitude score	___	___	___	___
GRE Advanced Test results	___	___	___	___
Minimum GRE Advanced score	___	___	___	___

(question continued on next page)

	Graduate School Procedures		One or more departments Procedures	
	(1) Normally required	(2) Requirement may be waived or modified for minority/disadvantaged students	(3) Normally required	(4) Requirement may be waived or modified for minority/disadvantaged students
Miller's Analogies Test results	___	___	___	___
Minimum MAT score	___	___	___	___
Other test results (specify) _____	___	___	___	___
Other test minimum score	___	___	___	___
Recommendations	___	___	___	___
Interview	___	___	___	___
Application fee	___	___	___	___
Other (specify) _____	___	___	___	___

12. Where are minority/disadvantaged graduate student admissions decisions made? (check one only of a-d, check yes or no for e)

___a) Graduate School Office

___b) Department

___c) Minority Affairs Office

___d) Other (specify)_____

e) Is this decision locus the same as that for regular graduate students? yes_____ no _____

V. Arrangements for Enrolled Students

13. Are there special efforts, programs, or arrangements directed toward the needs of enrolled minority/disadvantaged graduate students at your institution? (Exclude financial aid arrangements here.) yes_____ no _____ (22)

If no, go to question 17; if yes, please continue.

14. Do you consider all minority students a part of your efforts or only those who have been identified as disadvantaged? (check one)

___a) All minority students are part of our efforts

(question continued on next page)

____b) A specifically identified sub-group is the object of our efforts

If b is checked, please explain how this group is chosen:

15. Where is the primary responsibility for the efforts for minority/disadvantaged enrolled graduate students located? (check one)

____a) In the graduate dean's office

____b) In the departments

____c) In a special minority affairs office

____d) Other (specify)_____

16. If they exist, in what year were the special minority/disadvantaged graduate student activities or efforts established at the graduate level.

year:_____

17. Please check the services listed below which are (1) provided for all graduate students, and (2) provided for minority/disadvantaged graduate students in a special manner or above and beyond that given regular graduate students.

	(1) Available for all graduate students	(2) Special attention for minority/disadvantaged students
a) Finding on-campus housing	____	____
b) Finding off-campus housing	____	____
c) Tuition aid	____	____
d) Non-resident (tuition aid)	____	____
e) Financial allowances above the standard stipend	____	____
f) Waiving of certain degree requirements	____	____
g) Summer program for academic deficiencies	____	____
h) Reduced course loads	____	____
i) Special tutoring	____	____
j) Privilege of repeating courses without penalty	____	____
k) Assistance in making adjustment to college or community	____	____
l) Opportunities for teaching assistant responsibilities	____	____
m) Opportunities for research assistant responsibilities	____	____
n) Special assistance with summer employment	____	____
o) Special assistance with placement following degree	____	____
p) Other (specify)_____	____	____
q) Other (specify)_____	____	____
r) Other (specify)_____	____	____

(question continued on next page)

	Provided for minority/disadvantaged students (check if yes)
s) Available for minority/disadvantaged students only: (check if these services are provided)	
(i) Providing special minority housing	____
(ii) Post-admissions special counseling	____
(iii) Availability of a minority counselor or advisor	____
(iv) Ethnic studies program available	____

Please use the space below to provide any further description of your activities you feel is appropriate.

18. Are you developing or have you developed an <u>academic program</u> designed to reflect the needs and interests of the minority/disadvantaged graduate students on your campus?

yes____

If yes, please describe. no _____ (23)

19. Which of the following channels of communication exist for feedback from minority/disadvantaged graduate students in your graduate school? (check all that apply)

____a) Through minority staff member

____b) Through minority advisor

____c) Through minority faculty member

____d) Through non-minority staff member

____e) Through non-minority advisor

____f) Through non-minority faculty member

____g) Through ombudsman

____h) Through student/faculty steering committee

____i) Through survey methods

____j) Other methods (please explain)

VI. Financial Aid

20. Are there special funds allocated solely for financial aid to minority/disadvantaged students?

yes____
no ____ (24)

If no, please go to question 24. If yes, please continue.

21. What is the total amount of the funds available for this specific purpose for 1971-72?

$_____

22. What is the approximate percentage from different sources of these special funds?

a) University operating funds _____%

b) Special fellowship funds obtained through donations or assessment of students or alumni for this purpose _____%

c) Special state appropriation _____%

d) Federal funds (all sources) _____%

e) Foundation funds _____%

f) Other sources (please specify) _____%

TOTAL: 100 %

23. Where are the bulk of these funds administered? (check one)

____a) By the graduate school

____b) By the departments or colleges

____c) By a special minority affairs office

____d) By the institution's Financial Aid Office

____e) Other (please specify)

24. What percent of graduate students receive grants, loans, university sponsored employment, or other kind of financial aid at your institution?

a) Percent of all graduate students receiving aid _____% (25-27)

b) Percent of minority/disadvantaged students receiving aid _____% (28-30)

25. To what extent is financial need considered in the awarding of financial aid to minority/disadvantaged and other students. (check one space in each column by the most appropriate statement for each group)

	(1) Identified Minority/ Disadvantaged Students	(2) Regular Students
a) Need not considered at all	____	____
b) Need considered to some extent but merit still the major factor	____	____
c) Need considered but not without some reference to merit	____	____
d) Need is the sole criterion once a minimum level of merit is met	____	____
e) Need is the sole criterion	____	____

26. If your situation for financial aid to minority/disadvantaged graduate students is not adequately described by questions 20-25, please explain:

VII. Evaluation

27. Has any attempt been made to evaluate or assess the success of your graduate minority/disadvantaged student efforts? (check one)

yes____
no ____ (31)

28. Listed below are a number of bases on which minority/disadvantaged graduate student activities might be evaluated. Please place a check in the space provided to indicate that the criterion (1) is appropriate to use, (2) is now used, and (3) should be given greater attention. (check if your response is yes in the spaces provided)

Criterion for evaluation	(1) Appropriate to use	(2) Now used	(3) Should be given greater attention
a) Increase in number of minority/disadvantaged applicants	____	____	____
b) Increase in number of minority/disadvantaged admitted	____	____	____
c) Increase in number of minority/disadvantaged enrolled	____	____	____
d) Increase in number of minority/disadvantaged retained in programs	____	____	____
e) Number of minority/disadvantaged graduated	____	____	____
f) Number receiving degree in relation to number admitted	____	____	____
g) Percentage of minority/disadvantaged in relation to total graduate enrollment	____	____	____
h) Percentage of minority/disadvantaged in each department	____	____	____
i) Minority/disadvantaged student satisfaction with graduate experience	____	____	____

(question continued on next page)

Criterion for evaluation	(1) Appropriate to use	(2) Now used	(3) Should be given greater attention
j) Placement after graduation	____	____	____
k) Number dropped from the program	____	____	____
l) Number who voluntarily withdrew from the program	____	____	____
m) Other (specify)_____			
_____	____	____	____
n) Other (specify)_____			
_____	____	____	____
o) Other (specify)_____			
_____	____	____	____

29. Please describe briefly the major strengths of your present activities and programs for minority/disadvantaged graduate students. Include a description of particularly successful features.

30. Please describe briefly the major problems or weaknesses you have encountered or noted in your present activities. Include any negative feelings about your efforts expressed by students, faculty or administrators.

31. What are the plans of your graduate school with regard to your minority/disadvantaged graduate student activities? (check one)

____a) Continue them as they presently exist but at an expanded level

____b) Continue them as they presently exist at about the same level

____c) Continue them as they presently exist but at a reduced level

____d) Make significant changes in the activities and continue

____e) Abandon the activities altogether

32. What changes do you anticipate making in your activities if they are continued?

33. What implications do changes occurring in graduate education nationally, including financial cuts, have for your activities with regard to minority/disadvantaged graduate students?

34. Please use the remaining space to offer any further comments or suggestions you may have on minority/disadvantaged programs or activities.

Completed by:

Name_____

Title_____

Telephone_____

Date_____

APPENDIX B

Graduate Record Examinations Board
PRINCETON NEW JERSEY 08540 • AREA CODE 609 921-9000

IN AFFILIATION WITH
The Association of Graduate Schools
The Council of Graduate Schools

April 25, 1972

1971-72

S. D. Shirley Spragg
University of Rochester
Chairman

Michael J. Brennan
Brown University

Bryce Crawford, Jr.
University of Minnesota

Bernard W. Harleston
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Stephen H. Spurr
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Allen F. Strehler
Carnegie-Mellon University

Donald W. Taylor
Yale University

Darwin T. Turner
University of Iowa

Herbert Weisinger
State University of New York
at Stony Brook

Dear Colleague:

In recent years, an increasing number of colleges and universities have undertaken special efforts to attract and retain minority students, or those from disadvantaged backgrounds in graduate degree programs. Little is known, however, about these efforts, their scope, detailed procedures, or the graduate schools' experience with them.

The attached questionnaire sponsored jointly by the Council of Graduate Schools in the United States and the Graduate Record Examinations Board was prepared by a joint Committee on Programs for Disadvantaged Students. It is designed to gather the kind of specific information that is not now available about these efforts. While the findings will be published, the information you supply will, of course, be held confidential and will not be identified with a particular institution without advance written permission.

We would like to ask each of you to have an appropriate respondent complete the questionnaire and return it to the Educational Testing Service by May 15, 1972. ETS is conducting the survey for the sponsors, and has a staff member available at (609) 921-9000, extension 2911 to clarify questions that may arise in the course of completing the questionnaire.

Your cooperation in helping gather information about these important activities is greatly appreciated.

Sincerely,

S. D. Shirley Spragg
Chairman, Graduate Record
Examinations Board

David R. Deener
Chairman, Council of Graduate
Schools in the United States

Enclosures

aduate Record Examinations Board
CETON NEW JERSEY 08540 • AREA CODE 609 921-9000

IN AFFILIATION WITH
The Association of Graduate Schools
The Council of Graduate Schools

1971-72

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lan F. Strahler
e-Mellon University

onald W. Taylor
ale University

rwin T. Turner
iversity of Iowa

rbert Weisinger
hiversity of New York
t Stony Brook

May 17, 1972

Dear Colleague:

On April 25 we sent you a questionnaire devised by a joint Committee on Programs for Disadvantaged Students and sponsored cooperatively by the Council of Graduate Schools and the Graduate Record Examinations Board. The return date was May 15.

To date we have not received the questionnaire sent to you. On the chance that yours has gone astray in the mails, a second questionnaire is enclosed together with a copy of our original letter.

It is essential that a large proportion of the institutions which are members of CGS complete and return the survey in order for the analysis to be comprehensive. Would you therefore please set aside the time to respond to the questionnaire and return it in the envelope provided by June 1, 1972.

Your cooperation in helping gather this information is greatly appreciated.

Sincerely,

S. D. Shirley Spragg
Chairman, Graduate Record
Examinations Board

David R Deener

David R. Deener
Chairman, Council of Graduate
Schools in the United States

Enclosures

FOLLOW-UP POSTCARD

June 2, 1972

To date we have not received your copy of the Council of Graduate Schools and Graduate Record Examinations Board's questionnaire entitled "Survey on Graduate School Activities for Minority/Disadvantaged Students," (printed on yellow paper).

Even if your graduate school has no such activities, we would appreciate its completion and return as soon as possible, but no later than June 15. Copies received after that date may not be included in the report.

Thank you for your attention to this matter.

I. Bruce Hamilton

I. Bruce Hamilton
Educational Testing Service

APPENDIX C

STATES WITHIN FOUR REGIONAL GROUPINGS

Northeast and Middle Atlantic

Connecticut
Delaware
Maine
Maryland
Massachusetts
New Hampshire
New Jersey
New York
Ohio
Pennsylvania
Rhode Island
Vermont
Virginia
Washington, D.C.
West Virginia

Midwest

Illinois
Indiana
Iowa
Kansas
Kentucky
Michigan
Minnesota
Missouri
Nebraska
North Dakota
Oklahoma
South Dakota
Wisconsin

South and Southeast

Alabama
Arkansas
Florida
Georgia
Louisiana
Mississippi
North Carolina
Puerto Rico
South Carolina
Tennessee
Texas

Southwest, Far West and Northwest

Alaska
Arizona
California
Colorado
Hawaii
Idaho
Montana
Nevada
New Mexico
Oregon
Utah
Washington
Wyoming